DOCUMENT RESUME

ED 319 061 CS 212 351

TITLE	English Language Arts Overview K-12.
INSTITUTION	Manitoba Dept. of Education, Winnipeg.
REPORT NO	ISBN-0-7711-0758-7
PUB DATE	88
NOTE	141p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Curriculum Guides; *Educational Objectives; *Elementary Secondary Education; Foreign Countries; *Language Arts; Language Role; Literature Appreciation; Student Needs; *Whole Language Approach
IDENTIFIERS	Canada; Manitoba

ABSTRACT

Reflecting new understandings about language and literature, this curriculum guide is most influenced by the collective knowledge about the close association between language and learning, language and thinking, and language and personal growth. The guide recommends that students be encouraged at all times to use their personal, unstructured language to grapple with new ideas and come to terms with new experiences before they attempt to cope with the more structured means of expressing what they have learned. The guide also supports the principle of the integration of the language arts at all levels. The guide considers literature to be more important than ever before in elementary school: literature at other levels continues to be featured, but the emphasis is on experiencing a wider range of materials as opposed to analyzing a limited number of works. Sections of the curriculum guide include: (1) "Rationale"; (2) "Major Emphases"; (3) "Language Needs"; (4) "Learning Goals K-12"; (5) "Correlation of Student Objectives and Goals"; (6) "Language Development"; (7) "Integrating the Language Arts"; (8) "Balance"; (9) "Time Allotments"; (10) "Evaluation"; (11) "Meeting Individual and Group Needs"; (12) "Meeting Special Needs"; and (13) "Goals and Objectives." Seventeen references and summaries of seven suggested readings are attached. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319061

Manitoba Education

1988

english language arts

overview K – 12

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K.A. COSENS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

approved by the minister of education

CS212351

english language arts

overview K – 12

approved by the minister of education

manitoba education 1988

CS 2/12351

ISBN 0-7711-0758-7

This guide replaces the English Language Arts K-12 Interim Guide (1981). Three other guides, English Language Arts: Early Years (1982), English Language Arts: Middle Years (1982) and English Language Arts: Grades 9-12 (1987) support and extend this overview document.

ACKNOWLEDGEMENTS

During the development of the English Language Arts curriculum many individuals have made a significant contribution. In particular, Manitoba Education wishes to acknowledge the members of the English Language Arts K-12 Working Party whose task was to coordinate the development process and to prepare this overview document.

ENGLISH LANGUAGE ARTS WORKING PARTY

Joan Newton (Chairperson), River East School Division No. 9
Fred Cole, Fort la Bosse School Division No. 41
Rudi Engbrecht, Winnipeg School Division No. 1
Gestny Ewart, Bureau de l'Education française
Victor Froese, University of Manitoba
Derryl Hall, Interlake School Division No. 21
Dan Lenoski, University of Manitoba
Imogene McIntire, University of Manitoba
Michael McIntyre, University of Manitoba
Sheila Purvis, Portage la Prairie School Division No. 24
Stan Straw, University of Manitoba

MEMBERS SERVING PRIOR TO 1983

Fred Casey, Leaf Rapids School District No. 2460
Dennis Cooley, University of Manitoba
Marion Crowhurst, University of Brandon
Lorraine Fraser, Department of Education
Pearl Gervais, Assiniboine South School Division No. 3
Alvin Klassen, Brandon School Division No. 40
Jim Leary, Frontier School Division No. 48
Lucille Maurice, Bureau de l'Education française

MANITOBA EDUCATION CONSULTANTS

Joanne Bevis, Curriculum Development and Implementation Branch
Don Bewell, Curriculum Development and Implementation Branch
Dorothy Brummitt, Curriculum Development and Implementation Branch

In 1985 the English Language Arts Working Party was restructured and became the English Language Arts Steering Committee. The current Steering Committee members are:

Derryl Hall (Chairperson), teacher, Interlake School Division No. 21
Melaney Atamanchuk, teacher, Fort Garry School Division No. 5
Linda Baker, teacher, Pelly Trail School Division No. 37
Don Bewell, consultant, Manitoba Education
Dorothy Brummitt, consultant, Manitoba Education
Margaret La Freniere, teacher, Kelsey School Division No. 45
Judy Long, parent, Winnipeg
Donna Nentwig, teacher, St. James-Assiniboia School Division No. 2
Levi Reimer, principal, Turtle Mountain School Division No. 44
Ivadelle Sigurdson, trustee, Western School Division No. 47
Stan Straw, professor, University of Manitoba
Dorothy Trudel, consultant, Bureau de l'Education française
Marita Watson, teacher, River East School Division No. 9
Eugene Wiebe, superintendent, Garden Valley School Division No. 26

CONTENTS

ENGLISH LANGUAGE ARTS OVERVIEW 1

- Rationale 1
- Major Emphases 2
- Language Needs 3
- Learning Goals K-12 3
- Correlation of Student Objectives and Goals 4
- Language Development 14

ORGANIZING FOR INSTRUCTION 31

- Integrating the Language Arts 31
- Balance 32
- Time Allotments 32
- Evaluation 33
- Meeting Individual and Group Needs 37
- Meeting Special Needs 37
- Goals and Objectives 38

REFERENCES 81

SUGGESTED READINGS 83

ENGLISH LANGUAGE ARTS

K-12 OVERVIEW

RATIONALE

Anyone who has taught English Language Arts for the past twenty years or more has witnessed enormous changes not only in teaching practices, but also, and more significantly, in the perception of the subject itself. Indeed a growing body of information about language and about literature has forced educators to revise their very definition of English Language Arts.

The current Manitoba English Language Arts curriculum reflects these new understandings, and this curriculum guide endeavours to help teachers to found their teaching upon them. The most outstanding of all the influences on this curriculum is the collective knowledge about the close association between language and learning, language and thinking, and language and personal growth.

The curriculum recommends that students be encouraged at all times to use their personal, unstructured language to grapple with new ideas and come to terms with new experiences before they attempt to cope with the more structured means of expressing what they have learned. It further recommends that students be engaged in diverse and challenging language activities to increase their linguistic capabilities as well as their knowledge of the world.

While learning through language and learning language are heavily emphasized in this curriculum, learning about language is, of course, also a feature. Directed studies of the function of language, the choices one makes in communication and the development of language are suggested.

That such studies are best pursued in the context of the whole of the language arts, rather than as isolated studies, is premised on another cogent influence upon this curriculum: the proven effectiveness of integrating the various aspects of language arts.

To understand the principle of integration, one must focus on thinking. Since the same basic thinking skills are used in each of the language modes (speaking, listening, reading and writing), learning activities become most efficient and rich when the four modes, along with language study and literature study, are integrated. In such practices each aspect of study complements and reinforces the other.

What then of literature study?

Traditionally, literature has been taught for many purposes: as a source of moral strength, as a means of transmitting cultural values, as a delightful imaginative experience, as a basis for sharpening skills of analysis and synthesis.

All of these purposes are important, but we may look to further benefits.

The guide suggests that literature be taught primarily to invite a full and personal response and that teachers select, and help students to select, works likely to produce, develop and refine such a response. This response may be deepened by attention to language and form, especially at the high school level, but literary discrimination comes from the personal response itself.

Accordingly, a wide range of literature and a wide range of activities eliciting response are strongly suggested. Students of any age can experience language used with power and discrimination. Through literature they can explore a spectrum of human thought, experience and feeling and, thus, increase their knowledge of themselves and their world.

The importance of the interaction between the reader and the literary work, rather than that of the work itself, is a major concern of this curriculum. Of course, the skills of listening, speaking, reading and writing, so heavily emphasized in this document, are learned and polished through this interaction. Listening to literature read aloud, talking about it, reading it, and of course writing it, are all of utmost importance at all levels.

Finally, the expanded understanding of the scope of the language arts necessitates an altered view of evaluation. This curriculum addresses both formative and summative evaluation, reminding teachers that evaluation inevitably influences how teaching and learning proceed.

By providing background material, by suggesting methods and describing a flexible approach, this curriculum can help the busy teacher meet the challenge of teaching an increasingly demanding subject to students who will live most of their lives in the twenty-first century.

MAJOR EMPHASES

It is apparent that as the student progresses from K to 12, the emphasis shifts from one goal to another. However, the central aim -- to increase each student's ability to use language -- continues to receive the major emphasis at every level. The curriculum reflects this emphasis in the following ways:

- Oracy (listening and speaking) is considered to be the basic language skill from which literacy (reading and writing) develops; therefore, the development of oral language skills is stressed throughout.

- Activities which require students actually to use language in meaningful situations are considered to be more useful than those that involve learning about language. Students should be doing a great deal of listening, talking, reading, and writing in relation to their experiences.

- Thinking processes such as predicting, classifying, and hypothesizing are considered to be central to all four modes of language use. Skills such as spelling and word attack, while important, should not be allowed to impede the thinking process.

- Literature is considered to be more important than ever before in the elementary school where children should be exposed to some of the best of children's literature. At other levels of the school system, literature continues to be featured. However, the emphasis there is on experiencing a wider range of materials as opposed to analysing a limited number of works.

- The principle of integration is considered to be important at all levels. Consequently, the commonalities among the four modes of language use (reading, writing, listening, speaking) have been emphasized rather than the differences. (See comment on thinking processes above.) Furthermore, each mode is considered to be an integrated process and is to be taught as an integrated process, not as a collection of specific skills.

LANGUAGE NEEDS

Essentially, any curriculum should emanate from specific needs of the individual. Experts in the field of language development believe that the individual needs to be able:

- to use his/her language to assimilate new knowledge and to integrate it with previously acquired knowledge;
- to use language to communicate effectively as a receiver and sender;
- to relate personal experiences with those expressed by others;
- to move out to refined and specialized kinds of language in order to meet the demands of new experiences;
- to expand his/her language patterns and vocabulary in order to gain greater control over self and environment;
- to develop such security in language that he/she is not manipulated by the social environment;
- to enjoy using language for aesthetic purposes;
- to be responsible for the uses of language and be aware of their effects on one's self and others;
- to be assisted by others in growth of language mastery;
- to interact with other people.

LEARNING GOALS K-12

Since language is both individual and social, this program stresses the need for establishing a learning environment within which students can experience and use language in functional, artistic, and pleasurable ways with the aim of developing language proficiency to a level appropriate to the individual's aptitudes, abilities, and needs.[1] Therefore, the goals of the English language arts program are:

1. To promote both the student's proficiency and enjoyment in using language:

---

[1] The program must develop these language proficiencies to a level appropriate to the individual's present and future aptitudes, abilities, and needs. See the LANGUAGE ARTS SKILLS LIST K-12, Manitoba Department of Education, 1976.

- as a tool for thinking and learning -- a symbolic system for putting ideas, both concrete and abstract, into a form in which they can be manipulated;

- as a vehicle for communicating -- a coding system for exchanging thoughts and feelings through listening and speaking, reading and writing;

- as an object of enjoyment -- a means of gratifying aesthetic needs through artistic appreciation;

2. To foster the student's growth through literature by:

   - extending experience beyond the physical limitations of his/her own life;

   - stimulating a personal response to the content and language of the literature;

   - exposing him/her to the vast number of concerns, viewpoints, and emotions that are a part of literature and life;

3. To promote the student's semantic, structural, and historical knowledge of language.

CORRELATION OF STUDENT OBJECTIVES AND GOALS

The charts on the following pages are designed to present some of the important relationships among student objectives and instructional goals and to suggest possible implications for teachers. These charts are neither exhaustive nor prescriptive. They should be viewed as a starting point for designing and elaborating programs which meet the needs of students rather than as a constraint.

Early Years

Each child has a private model of the world built on personal experiences. Language is one vehicle through which this experience is organized into a set of meanings and communicated to others. The school should therefore strive to extend the range of personal experiences, thus broadening each child's particular set of meanings which provide the basis for language development. It is of prime importance that the teacher understand that the young child depends on talking <u>with</u> adults to gain an understanding of the world.

The following chart was developed on the premises that:

1. curriculum development begins with the needs of the child, and that
2. language is personal and essential for the total growth and development of the child.

EARLY YEARS (5 - 9 YEARS)

OBJECTIVES FOR STUDENTS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
	The teacher should create an environment which will allow the child to:	The teacher should:
1. To develop a positive self image;	. Develop greater autonomy; . Explore roles (helping the child to form concepts of reality and right and wrong); . Discover new interests and talents.	. Accept and encourage talk as one of the most powerful accompaniments of all learning situations; . Support the view that each child: a) is an individual; b) develops at his or her own rate; c) shares in unfolding patterns of development; d) requires experiences and language necessary to personalize those experiences; e) needs an interested, accepting, communicative adult; . Recognize the importance of choice, responsibility, autonomy, and the significance of interdependence.
2. To have social interaction and social collaboration;	. Explore relationships with others (peers and adults); . Develop socially acceptable behaviour.	. Recognize that the child needs to talk (to self, peers, and adults).
3. To develop physically;	. Achieve independence in self-care; . Develop gross motor skills; . Develop fine motor skills; . Correct deficiencies of a visual, aural, motor, and perceptual nature through medical intervention and/or participation in specially designed activities.	. Provide ample play space and materials and allow the child freedom to experiment and practice; . Recognize the importance of movement and play in learning and language development; . Cooperate with health and social services to provide visual and auditory screening.

OBJECTIVES FOR STUDENTS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
	The teacher should create an environment which will allow the child to:	The teacher should:
4. To develop the senses through: - active, direct interaction with the environment; - stimulation of the imagination; - encouragement of creativity; - observation and awareness of environmental beauty;	. Utilize his/her five senses; . Verbalize feelings, actions, thoughts, and the opinions more concretely and share experiences; . Experience a rich and varied vocabulary which will lead him/her to an appreciation of his/her cultural and literary heritage.	. Foster warm, honest relationships. Provide a wide variety of stimuli and opportunity for productive and creative work in language. . Recognize the necessity for a wide range of materials and provide the necessary funds. Provide facilities, adequate space, and flexible timetables.
5. To acquire the communication tools of writing and reading.	. Establish the beginning of literacy; . Enjoy reading and writing.	. Recognize that reading is linked to a child's spoken language; . Recognize that the child writes and reads as (s)he interacts with the environment and collaborates with others; . Recognize that in order to become proficient in reading and writing, the child must be given a great deal of time to pursue personal and independent reading and writing; . Recognize the importance of building a solid foundation of the primary oral language and listening skills of reading and writing.

Middle Years

Education of the middle years student focuses upon the transition from childhood to adulthood. The entire program is based upon the intellectual, social, emotional, moral, and physical needs of the middle years student. The intellectual component is intended to help students move from primarily concrete operations to higher levels of abstraction. Social development is promoted by the constructive interaction with both peers and adults. Emotional development evolves and expands as many opportunities for self-direction and self-evaluation are provided. Moral development is promoted as students are exposed to valuing processes and subsequently select appropriate living patterns. Physical activity facilitates and promotes management of the body during a period of rapid growth. All of the middle years students' experiences contribute to his/her growth as a person.

Language, of course, is an important component in the intellectual, social, emotional, moral, and physical development of the middle years student. Language enables the student to rationalize, to verbalize, and to synthesize his/her thoughts and experiences. Language influences beliefs, attitudes, and behaviour, serves in the development of basic human understandings and becomes the medium for the exchange of ideas. Language serves as an important clue to the student's self-concept and is necessary to personal growth and development. The student assumes a personal integrity and a social responsibility when he/she uses language and develops his/her own set of personal values. Indeed, even the students' physical activities are accompanied and processed by language.

Several considerations have influenced the development of this chart, the desire for: a demonstrably better school program for students of the middle years; a greater continuity in the entire system; a program that meets the needs of middle years students, rather than one which duplicates the elementary or high school.

MIDDLE YEARS (10 - 13 YEARS)

OBJECTIVES FOR STUDENTS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
1. To further develop the ability to identify and to express emotions and feelings: . to increase awareness, acceptance, understanding, appreciation, respect, and compassion for oneself and others; . to continue to develop responsibility for one's own feelings; . to continue to develop the feeling that one is valued and can make a contribution to one's associates, society, and the world;	The teacher should create an environment which will allow the student to: . Identify and express emotions and feelings; . Develop trust; . Develop a sense of responsibility for one's own feelings.	The teacher should: . Be aware that language is basic to individual growth; . Have a recognition, understanding, and acceptance of the needs, interests, backgrounds, motivations, goals as well as pressures, frustrations, fears, and abilities of students; . Have an awareness and understanding of the emotional development of the middle years student; . Have an ability to provide teaching/learning situations based upon respect for others. . Have a knowledge and an ability to use many varied teaching strategies based upon the needs of the individual;
2. To develop a more highly evolved moral code;	. Develop moral and value awareness.	. Encourage an awareness of the stages of moral development.
3. To further develop the social skills of responsibility, independence, interdependence, and the ability to be alone;	. Take risks and appreciate each individual's offering to the group; . Interact with other students; . Develop independence and interdependence; . Make decisions and experience the consequences; . Be alone when necessary.	. Use flexible grouping practices; create situations wherein students can be assisted by others in the growth of language mastery; . Create situations for socializing experiences through school activities, group work, formal and informal discussions; . Have an awareness of language in social settings; . Create situations which develop security in language whereby the student is not manipulated by the social environment; . Have an awareness of the decision-making process.

OBJECTIVES FOR STUDENTS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
4. To care for and develop one's physical being;	. Enjoy a balance of movement and non-movement activities.	. Have an awareness of physical growth and its relationship to the total development of the individual; . Have a respect for biological needs; provide opportunities for a variety of activity-oriented and short-term experiences.
5. To develop an understanding of the nature of learning so as: . to develop the skills of continued learning; . to test the limits of own intellectual capacities; . to develop an awareness of the immediacy of learning; . to develop an awareness of the integrated nature of learning and the world.	. Master and apply basic skills; . Understand that time spent in school is important for its immediacy; . Experience the integration of learning across other disciplines.	. Create instructional situations wherein students become self-directing; . Provide opportunities for the development of problem-solving and reflective thinking processes; . Provide learning experiences for students at their own intellectual levels which: - encourage the use of language to assimilate new knowledge and integrate it with previous knowledge; - relate learning to immediate rather than remote academic goals; - encourage an interdisciplinary approach; - encourage students to move out to refined and specialized kinds of knowledge in order to meet the demands of new experiences; - require cooperation, collaboration, and compromise for successful completion; - require working alone and the ability to maximize success through individual learning tasks; . Continue to provide a developmental skills program; . Provide opportunities for self-appraisal of interests and talents and for the development of appropriate study skills.

Senior Years

An adolescent enters high school; an adult graduates. This metamorphosis does not occur only because of the high school. Nevertheless, if the school is concerned about the kind of adult it graduates, it must be extremely attentive to the needs and to the development of the budding adult.

Being attentive, however, does not necessarily mean "encouraging" development or "meeting" needs. Such verbs could well be inappropriate for a high school program, since encouraging development could lead to fostering a young adult's closed and narrow perspective; meeting needs could mean reinforcing his or her cosy system of cliches.

In high school then, the word needs, must be broadly defined and must certainly go beyond those wants that the student may personally identify. The underlying assumption of the following list of needs and their implications, therefore, is that an educational system can recognize the importance of personal growth beyond that which the individual could prescribe for him- or herself.

SENIOR YEARS (14 - 18 YEARS)

The personal and social development of each individual is largely dependent upon the individual's language development. Consequently, the English program will in all respects reflect this belief.

OBJECTIVES FOR STUDENTS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
The student should:	The teacher should create an environment which will enable the student to:	The teacher should:
1. Be able to think in a number of different ways to a level appropriate to his or her aptitude, abilities, and future needs;	. Develop proficiency and enjoyment in using language: as a tool for thinking and learning, a symbolic system for putting ideas, both concrete and abstract, into a form in which they can be manipulated.	. Provide a multitude of experiences in which the student is forced to think analytically, critically, imaginatively, freely, etc.; . Guide the student to the realization that the ability to think independently and creatively depends on language; . Provide problems which force the student to look at familiar issues in a new light; . Provide a model of a person thinking, e.g., speculating on an issue rather than giving an opinion on it, working through a problem by thinking out loud; . Provide other models of people thinking in unusual and creative ways.
2. Learn how s(he) learns and develop a basis for a life-long pursuit of knowledge;		. Distinguish the process of being informed from the process of learning which students often confuse; reinforce this distinction by providing opportunities for students to use their expressive language to learn; . Encourage students to learn from failure, not to be destroyed by it.

OBJECTIVES FOR STUDENTS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
3. Expand language capabilities so as to accommodate the learning of increasingly complex material;		. Encourage students to use language in new ways and new patterns; provide opportunities for the exploration of language in oral and written forms.
4. Be aware of: . the integrated nature of knowledge; . the tentative nature of knowledge; and . one's personal relationship to that knowledge;	. Understand how studies of the language arts relate to the whole of life and knowledge.	. Demonstrate constantly the way in which the content being presented is a part of a whole body of knowledge; . Encourage students to talk about things that do not directly pertain to prescribed content; . Teach a wide variety of literature; . Encourage students to work from their own experience, so that the new experience is meaningful; . Encourage students to deal with every new theory, concept, etc., first in their own language and then in the language of the subject; . Help students to know that the vocabulary of discussion is personal; e.g., a metaphor is NOT a term applied to a device of style used by an "author," but actually the means by which each person perceives the world.
5. Have a sense of personal identity, worth, and independence;	. Develop respect for self, for others, and the ability to use language to explore and test own feelings.	. Respect the student's ideas; . Attempt to make the student independent of the instructor; . Provide examples of literature through which the student may see that the thoughts and feelings s/he has are acceptable; . Encourage each member of the class to respect the individuality of the others; . Recognize and promote the development of the individuality of each member of the class, rather than stifle that individuality in the name of a prescribed course.

OBJECTIVES FOR STUDENTS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
6. Be able to assess, explore, and articulate what (s)he knows;	. Develop proficiency and enjoyment in using language as a vehicle for communicating -- a coding system for exchanging thoughts and feelings through listening and speaking, reading, and writing.	. Provide opportunities for articulating, assessing, and exploring; e.g., the student can be encouraged to perceive his writing as a means of coming to terms with what (s)he knows, as well as expressing it to someone else; . Increase knowledge of the processes involved in listening, speaking, reading, writing, and viewing.
7. Know the means of communication which will assist one's survival in the social, political, business, and financial world;	. As above.	. Provide opportunities for learning both the means and the importance of excelling in these types of communication.
8. Broaden emotional, aesthetic, social, spiritual, and intellectual horizons so that growth can be achieved and the joy of broadening horizons experienced;	. Develop proficiency and enjoyment in using language as a medium for creating -- an artistic system for gratifying aesthetic needs.	. Provide a variety of activities which will enable the student to experience realms of experience heretofore unfamiliar; . Provide a model of a curious, exploring individual; . Create a classroom atmosphere that combines support and challenge, criticism and respect.
9. Be able to use language as a means of satisfying creativity.		. Encourage the student to start with own expressive language to express interests in own way and then to polish and reorganize to create a satisfying artistic work that is the student's own.
10. Experience many of the opportunities and adventures the world offers, but at a low risk.	. Extend experiences beyond the physical limitations of his/her own life; . Be exposed to a vast number of concerns, viewpoints, and emotions.	. Introduce literature, film, etc., that provide needed, vicarious experience.

LANGUAGE DEVELOPMENT

While there remain many unanswered questions related to how language is acquired, there is also much that is known about language, language learning, and the language learner. This knowledge forms the basis of this curriculum guide.

Linguistic theorists, psychologists, and educators agree that language is unlike any other acquired skill. For example, we know that:

1. A portion of the human brain is specialized for processing and learning language and language-related activities;
2. Language knowledge is almost impossible to forget; e.g., amnesics may forget large areas of knowledge but continue to use language; the senile, while losing touch with reality, retain their ability to use language;
3. Language learning is almost universal; e.g., retarded children, who have great difficulty learning other more pedestrian skills, learn language;
4. Language knowledge, unlike our knowledge of other subjects where we "know what we know," is largely unconscious. We may be completely unaware that we know the linguistic rule for objective complement agreement, yet, in speaking, the objective complements we use agree with the verbs we use.

Listening to Children

There is general agreement that the best way to gain insight into language acquisition is to listen to young children. For example, "I goed Grandma's" or "We dided the work" are utterances we might hear while conversing with a young child. Both are richly informative. These sentences clearly tell us that:

1. Children don't learn all of their language by imitation -- the verbs "goed" and "dided" are not likely to be imitations of adult speech;
2. The child's language is rule-governed -- the rule could be stated something like "you refer to something that has already happened by adding 'ed' to the verb."

Also, by quizzing a child on the subject, it becomes clear that s(he) has absolutely no conscious knowledge of knowing the rule. Likewise, adults with whom the child has spoken have no knowledge of having taught the child the rule.

> **Children learn to infer the rules of their language from the language they hear, not from formal instruction.**

Listening to children of various ages yields the further observation that the rules children use change over time -- most ten-year-olds do not say "dided" or "goed."

As illustrated above, listening to children produces valuable insight into the nature of language and the language learner. It is also the means through which the teacher becomes aware of the language needs of individual pupils.

Teachers should understand the very beginnings of listening, thinking, and talking. Without this understanding, they may not realize that the child is responsible for much of his/her own language development. It would be a shame not to build on the remarkable propensities that the child has and uses from birth.

Observing the Older Student

In the same ways that teachers can gain insight into the language of young children by listening to them, they can also gain insight into older students' language development by systematically observing language behaviors. Teachers can come to significant conclusions about progress if students are observed in real, functional language situations. Teachers need to take time to listen to students interacting with each other in both informal and formal discussions and to watch their behavior in speaking, listening, and responding. By the same token, teachers should also observe students in both oral and silent reading and in real writing situations. An honest attempt should be made during these times to assess students' grasp and competence with language process as well as product. (See Graves, 1983; Loban, 1976; Mellon, 1981; Shuy, 1977; for more complete discussions of observational techniques.)

Language and the Learner

The preschool child progresses very rapidly from babbling sounds to words, to two-word utterances, to simple sentences, to "Look! I'm barefoot all over." The young child will make remarkable progress in phonology, semantics, syntax and in language use.

Phonological growth involves mastery of the sound system of language. Fortunately, the first requirement of hearing and producing the sound of language is largely taken care of by nature -- all babies, even deaf babies, babble the sounds of human language.

The child must then learn:

1. to put the sounds together,
2. to associate sound and sense (learn words),
3. to overcome immaturities like "wabbit" or "yike."

The child also learns, even before learning any words, how to use intonation to communicate the overall mood of an utterance; e.g., "ga ga ga" can and will be recognized as a statement, question, demand, etc., depending on the intonation contour. By the age of five, most children's control over the sounds of language will be so well developed that they will begin to consciously manipulate language sounds, as may be seen in their mastery of rhyming games or nonsense rhymes such as:

"Willoughby wallaby wee an elephant sat on me,
Willoughby wallaby woo an elephant sat on you,
Willoughby wallaby Wustin an elephant sat on Justin,
Willoughby wallaby Wania an elephant sat on Tania."

Children, with few exceptions, enter school having mastered the sounds of their mother tongue.

As students grow older, phonological knowledge needs to be related to graphic or written symbols. Traditionally, heavy instructional emphasis has been placed on the learning of this "phoneme-grapheme" or sound-symbol relationship (Chall, 1967; Durkin, 1983; Hodges, 1981; Pearson, 1981.). As students encounter graphic representations of their phonological knowledge, they can acquire the abilities to read and spell those things that have meaning for them. Considerable attention should be given instructionally to students relating their already highly sophisticated phonological knowledge to the acquisition of graphic meaning. By the same token, it is important to realize that students will only acquire a knowledge of graphic representations if they are presented with material in meaningful and understandable contexts. As students grow in knowledge, they likewise need to grow in appreciation of sound patterns and conventions used, particularly in literature. They need to be given opportunities to grow in their understanding of how the sounds of language encode and enhance the meaning and richness of language and, similarly, how at times it can interfere with effective communication.

Semantic growth involves the development of meaning. From the age of two to the age of six, there is a tenfold increase in the typical child's vocabulary. This growth, from approximately 250 to 2500 words, occurs as a result of:

1. The child's exposure to and registering of an ever richer set of stimuli, and
2. The child's conceptual world developing and changing.

Piaget's work shows that the first concepts are action based and idiosyncratic to the child; that is, the meaning "chair" to a fourteen-month-old has more to do with "pull-up-on ability" or "chewability" than with the conventional adult meaning.

The opportunity to act on a variety of objects and to reflect on those actions is a crucial part of the semantic development of the young child.

The same principle applies as students become older and encounter new vocabulary both orally and in print. The greater opportunities that students have to pair new vocabulary with real-life, direct experiences, the more effective vocabulary learning will become. In addition, the more opportunities that students have to use new vocabulary and to pair it with their own background knowledge, the more effective and long-lasting learning will be (Anderson & Freebody, 1981; Durkin, 1983.). Vocabulary -- that is, semantic/knowledge -- seems to be the most salient indicator of quality of background experience, and it is obvious that rich semantic associations grow out of a plethora of rich and varied experiences.

What this means for the teacher is that students should be supplied with the richest experiences and environment possible, that these experiences should be discussed and explored through language, both oral and written, and that students should be given numerous opportunities to encode their experiences into language, both oral and written.

Syntactic growth involves the development of structure. The ever increasing vocabulary of the preschooler comes to be expressed in longer and more structured sentences. This development of structured or rule-governed language can readily be observed in:

1. The determinate word order of the child's speech, and
2. The appearance of grammatical morphemes -- that is, inflections such as prefixes or suffixes and words such as prepositions or auxilliary words which refine the meanings expressed by words;
3. Syntactic complexity and sentence elaboration; for example, an infant might say "baby cry" which could mean either "babies are those noisey kids who cry" or "the baby is crying." The child knows what he means but has not yet figured out how to say it. Soon, however, the child will mark ongoing actions with the progressive ending. Thus, "baby cry" becomes "baby crying" which is not ambiguous at all.

It should be noted that grammatical forms have meaning. When that meaning is apparent or salient -- in the previous example "ing" means the action is ongoing -- that form is relatively easy for the child to acquire. Grammatical forms such as the passive voice which do not add or modulate meaning are much more difficult for the child.

Through their observations of children's language, educators and researchers have determined that:

1. Children seem to progress in stepwise fashion, morpheme by morpheme;
2. Children appear to be acquiring an unconscious knowledge of rules; e.g., mastering the progressive "ing" entails that the child uses the inflection whenever it is required to mark an ongoing action;
3. After entrance into school, students generally elaborate already known structures rather than acquire new ones; flexibility and complexity seem to be the major component of syntactic growth after the ages of seven or eight (Loban, 1976; O'Donnell, Griffin, & Norris, 1967).

Syntactic growth seems to be embodied in two major areas after the entrance into school: micro-structures and macro-structures (See Pearson & Camperell, 1981). As students become older, their ability to use and understand more complex and elaborated sentences (micro-structures) increases. In addition, their understanding and use of the structures of paragraphs, stories, and other types of discourse (macro-structures) also increases. Increased opportunities to hear, experience, and use increasingly sophisticated and complex structures leads to greater syntactic knowledge. As is true with younger children, the older student is best able to grow in syntactic knowledge as s/he is presented with examples that are slightly above and based on his/her own comprehension/performance level.

At the same time that this unconscious knowledge of rules (grammar) gives structure and clarity to the child's speech, the child begins to develop an "ear for language." That is, toward the end of the preschool period, children become very good at judging the correctness of an utterance. Certainly, they won't be able to explain (state the rule) how they know something is grammatical, but they will become quite reliable in their judgements.

While this knowledge of language structure serves to clarify the child's speech, it also aids in predicting the structure of linguistic input (listening). This would appear to be an important prereading skill.

Growth in language use means that corresponding to the child's increasing skill with language will be an increasing ability to use language in a number of different ways. There is evidence that, in addition to the social (communicative) uses and the artistic (self-expressive) uses of language, the young child begins to use language as an aid to cognitive (thinking) behaviour. This cognitive use of language can be observed in at least two ways.

1. The child begins to use language as a vehicle or mediator of thought; e.g., observe a preschooler working on a task and describing to himself the activity underway. Some psychologists feel that this speech to self is the precursor of the ability to make and carry out plans.
2. The child begins to use language as an aid to memory. If a very young child has forgotten something, it is difficult if not impossible to use language to reconstruct the memory. The older preschooler, however, is remindable and will soon use language to remind himself.

Environment and Language Growth

As pointed out earlier, much of the preschooler's language development is initiated and maintained by the child and is not explicitly or consciously taught. However, it is abundantly clear that:

Experience can and does make enormous differences in the rate and extent of language acquisition.

Environmental factors influence language growth through:

1. The quality of the language model; e.g., children whose mothers use a slightly more complex model of speech than the child's spontaneous language develop more quickly than children whose mothers produce more complex models;
2. The variety of experiences; e.g., the child who has more opportunity to interact with a variety of objects will have a richer semantic system; and
3. The modelling of language use; e.g., recent research has shown that children who have a steady diet of action-based television such as "Spiderman" are much more impulsive and make much less use of language to make plans than do children who are exposed to more reflective models such as "Mr. Rogers."

COGNITIVE DEVELOPMENT

According to Piaget, children pass through an ordered series of developmental stages. These stages, which refer to actual structures of thinking, not merely to increased knowledge or skills, are probably controlled by the maturation of the brain and the nature of the child's experience. Although the sequence is the same for every child, the progress through the stages will show many individual differences. Children can be helped to develop gradually through the stages if stimulating activities suitable to their abilities are available to them.

Classrooms should be organized to encourage children to interact by manipulating things in the environments and encourage children to be alert, curious, critical, and confident.

CHARACTERISTICS OF STAGES	LANGUAGE AND ACTION THAT TYPIFY THESE CHARACTERISTICS
<u>Preoperational Thinking</u> Approximate Ages: 2 to 6 years	
Children are egocentric; that is, they see things only as they relate to themselves and cannot see other points of view.	<u>Mother, grandmother, and young child are talking</u> Mother says (pointing to grandmother), "This is my mother." Young child responds, "No, you are my mother."
. Egocentricity is evident in children talking. They assimilate what is heard in their own terms, thus distorting reality.	<u>Two children talking together</u> B. Do you live in a house? G. Yes. B. It's haunted. There's ghosts in your house. G. Un Unh. B. Unhuh. My teacher read a story to us about a haunted house. You live in a haunted house. G. Mine's not haunted. (B. lives in an apartment; his only experience with a house was with the haunted house the teacher read about.)
. Egocentricity is also evident in children's use of their bodies as referents for understanding other things in the environment.	Children judge the front of many things as that portion which faces the front of their body. The side of a desk may be called the front of the desk by a child who faces the side.

CHARACTERISTICS OF STAGES	LANGUAGE AND ACTION THAT TYPIFY THESE CHARACTERISTICS
Children develop object permanency, i.e., the notion that objects or people continue to exist when out of view.	A square of paper is presented to a child. He describes the paper. "It is little." "I can draw on it." "It is white." The teacher asked the child to make an "x" in the center of the paper. The teacher took the paper and placed it behind her, then brought two squares out and placed them in front of the child, one with the "x" in the middle and an unmarked square of the same size. "Which is the one I showed to you at first?" The child said, "This one because it doesn't have an "x" on it. Another child who had been observing the activity said, "No, it is this one. You put an "x" on it. It looked like this one before you put an "x" on it."
Children tend to see one variable at a time and to ignore others. When things are made to look different, even if there is no real change, they interpret them as being different.	The teacher displays four cups sitting on four saucers and asks, "Is there the same number of cups as saucers?" Child replies, "Yes." The cups and saucers are then rearranged so that the saucers are spread out and the cups are grouped close together. When asked, "Is there the same number of cups as saucers now?" the child replies, "No."
Children may not distinguish the whole from its parts and, therefore, may use the same label for each part as well as for the whole.	Salad is the name for a vegetable mixture as well as for the individual vegetables such as carrots, lettuce, onions, and tomatoes. The child knows the word "cat" as a sight word but when asked "Where is the letter (a) in the word?" and "What sound does it make?" says, "I don't know."
Children need to be involved in the actual manipulation and examination of objects before verbal understanding is possible.	Mixing Colors - Generalization G. I made green. I mixed all of those colors. B. I made brown. All those colors turned to brown. M. I want some brown. Give me some brown. B. You don't GET brown. You just get all these colors and it turns to brown. Children G and B have achieved verbal understanding but M has not.
Children's view of time is limited. They see only qualitative distinctions such as night and day, yesterday and tomorrow.	The six-year-old child: "Where is tomorrow right now? I know -- yesterday, today was tomorrow." A younger child needs to view yesterday, today, and tomorrow as if they were concrete objects, with one taking the place of another at a specific moment. (She/he might even get out three blocks and use one to push around out of the "today" place into the "yesterday" place.)

CHARACTERISTICS OF STAGES	LANGUAGE AND ACTION THAT TYPIFY THESE CHARACTERISTICS
Concrete Operational Thinking Approximate Ages: 7 to 12 years	
Children's view of time begins to include the quantitative "cuts" in time such as hours, minutes, morning, and afternoon.	The eleven-year-old child: "I wonder why it was so dark when we arrived in London, when we left New York in the morning? I guess because in London, the clocks are set differently. The farther east you go, the sooner the sun comes up, so the sooner the day starts. Let's call that seven o'clock. So when it's morning here, it's already afternoon in London. No, it starts farther east -- in China -- but no, even farther east. If you keep going around -- in the Hawaiian Islands. But that's almost around to California! When the sun is going down in California, it's about ready to come up in Hawaii. How should I call that today or tomorrow?"
Children begin to think about what may happen as a result of action. They begin to notice more than one variable, but cannot see the effect of changing and combining variables. The framework of logical thinking is beginning to be established but is very much based on concrete, immediate experience. They can classify and perceive patterns.	The eleven-year-old's concept of time also illustrates how children are able to notice more than one variable at a time.
Later, children are able to focus on several aspects of a situation simultaneously. They can perform mental operations to a conclusion and reverse back to starting point. They have difficulty seeing possibilities.	Classification Jim (13 years) classifies floating or sinking objects according to whether they are "lighter or heavier than water." "What do you mean?" "You would have to have much more water than metal to make up the same weight." "And this cover?" "When you put up the edges, there is air inside; when you put them down, it goes down because the water comes inside and makes more weight." "Why does the wood float?" "Because it is light." "And that little key?" "No, this piece of wood is heavier." "So?" "If you measure with a key (i.e., with the weight of a key), you need more wood than lead for the weight of the key." "What do you mean?" "If you take metal, you need much more wood to make the same weight than metal." (Inhelder et al, 1958)

CHARACTERISTICS OF STAGES	LANGUAGE AND ACTION THAT TYPIFY THESE CHARACTERISTICS
Formal Operational Thinking Approximate Ages: 13+	
Children develop capability for verbal thinking. They are able to theorize about possibilities and reality is secondary to these possibilities.	The fourteen-year-old girl learning to play tennis observes the tennis pro, practices her serve, and trains her reflexes and muscles. But she also thinks about improving her game. She reflects, "Why is it that so often the ball goes into the net instead of over the net? Maybe I'm swinging the racket down too far; or maybe I'm waiting too long, so that the ball has already dropped too low. I think I'll try to hit the ball sooner." So she does and finds that it clears the net. Her actions change as a result of her reflections.
Children display flexibility in thought. They can engage in complex problems of reasoning and deal with a problem from a variety of perspectives. They can reach appropriate conclusions and, given a conclusion, can reason about it and derive new interpretations.	Lamb (13.3 years) correctly classifies the objects that sink: "I sort of felt that they are all heavier than the water. I compared for the same weight, not for the same volume of water." "Can you give a proof?" "Yes, I take these two bottles, I weigh them . . . Oh! (he notices the cubes) I weigh this plastic cube with water inside and I compare this volume of water to the wooden cube. You always have to compare a volume to the same volume of water." "And with this wooden ball?" "By calculation." "But otherwise?" "Oh, yes, you set the water level (in the bucket); you put the ball in and let out enough water to maintain the original level." "Then what do you compare?" "The weight of the water let out and the weight of the ball." (Inhelder et al, 1958)

Implications for Administrators

The English Language Arts curriculum is intended to provide a complete and well-rounded program that will assist the student in becoming a successful and confident communicator. To achieve this objective, the support of administrative personnel to the classroom teacher and students, both directly and indirectly, is vital. The close relationship between oral and written expression and the stages of cognitive development must be considered seriously in making provision for healthy language development and the growth of communication skills. In this regard, the responsibility of the administrator in facilitating the desired growth becomes an important factor.

To ensure that the English Language Arts program can achieve its objectives successfully, all administrators should:

1. be knowledgeable about the curriculum guide, especially the philosophy and goals;

2. recognize the importance of aural/oral language development;

3. recognize the relationship between language development and cognitive development;

4. understand the requirements of activity-based learning, especially the provision of materials and an allowance for an appropriate noise level;

5. ensure that teachers are knowledgeable about the curriculum guide and the principles of language growth;

6. support professional development and encourage all teachers of English Language Arts to participate in training courses that will enhance their ability to teach the new curriculum at the assigned level;

7. recognize the need for facilities, adequate and suitably designed space, and flexible timetables which will accommodate individual differences, grouping, and the movement of students;

8. recognize the benefits of providing teachers with opportunities for cooperative planning within and across subject areas;

9. recognize the need for a wide variety of media and library resources;

10. review present evaluation methods and materials in the light of the evaluation methods suggested in the revised guides;

11. recognize the need for parents to become aware of the philosophy of the revised curriculum and the resulting methodology.

Administrators at the early years level should:

1. recognize that the aural/oral curriculum demands active, talkative students and consequently classrooms full of active conversation;

2. recognize the need for a wide variety of materials, beyond the basic textbooks, which will ensure that children are exposed to the world of children's literature;

3. understand
   a. oral language development,
   b. the link between oral and written language, and
   c. the link between language development and cognitive development;

4. encourage cooperative planning among staff members at the same and different grade levels.

Administrators at the middle years level should:

1. undersand the characteristics of middle years students;

2. appreciate the interrelationship of language arts with other subjects in terms of
   a. blocks of time, and
   b. the foundation language provides for the others;

3. appreciate and provide for a range of individual differences;

4. appreciate the advantages of providing for the use of resource people and for experiences outside school.

Administrators at the senior years level should:

1. recognize the advantages to students of having teachers with language arts training teach the program at the assigned grade level;

2. encourage teachers to adopt the suggested methodology for the senior high program;

3. encourage teachers to be flexible in teaching methods and use such methods as group work or field trips;

4. recognize the advantages of classrooms which are furnished and equipped to accommodate a variety of teaching techniques;

5. become familiar with the specific demands of the new curriculum through such opportunities as inservices, divisional and departmental meetings.

Implications for the Teacher

Since this curriculum is based on what research tells us about how individuals learn language, and on effective classroom practice, many teachers will find that this guide supports much of what they are currently doing. Classrooms which are functioning within the framework of these guidelines will emphasize the following types of activities.

1. Various activities which require meaningful use of listening and speaking skills. For example:

   - focused discussions (not just rap sessions) with an identifiable purpose;
   - listening strategies taught and discussed in the context of real listening situations;
   - interviewing and discussion of interviewing techniques;
   - choral speaking (reading) of carefully chosen material;
   - prepared, not round-robin, oral reading (teacher and students);
   - brainstorming followed by priorizing;
   - giving and following directions;
   - story telling (teacher and students);
   - reporting (to class, to group);
   - interacting, student to student, not always student to teacher;
   - discussing how listening and speaking can be improved.

2. Various activities which require students to do a great deal of reading, writing, and sharing. For example:

   - frequent opportunities for independent, free reading and for sharing of reading experiences;
   - frequent opportunities for free writing (e.g., journal writing) and for voluntary sharing of writing;
   - pre-reading, pre-writing activities (e.g., discussions, brainstorming) which help to clarify the focus or purpose of the reading/writing task;
   - reading of information necessary for preparation of oral or written reports;
   - teacher reading to students from carefully selected, quality literature;
   - maintaining of individual student's writing files and records of student's reading;
   - frequent opportunities for proof-reading, editing and revision of own and other students' work;
   - broadening student's experience and stimulating discussion, writing and further reading through field trips, guest speakers, films, literature;
   - displaying of students' writing;
   - reading/writing tasks which stress the understanding and expression of ideas;
   - developing of language concepts (usage, grammar) within the context of student's own reading and writing, not through isolated exercises.

3. All activities should aim to stimulate and extend student's thinking. For example:

   - posing questions (teachers and students) of various levels and kinds which stimulate varied thinking, e.g., evaluation, factual recall, speculation, prediction, analysis, synthesis;
   - using language (listening, speaking, reading, writing) to: brainstorm and priorize, defend with evidence, solve problems, hypothesize and test, classify, compare.

4. Various activities which extend student's experience with literature and life. For example:

   - extensive reading of a wide range of literature, e.g., stories, novels, plays, poetry, biography, autobiography, journals, diaries, newspapers, magazines, and essays;
   - viewing of films, videotapes, t.v.;
   - dramatizing (scripted and/or improvised);
   - writing drama scripts, poetry, stories, other;
   - story telling, prepared oral reading (teacher and students);
   - responding to literature and/or events;
   - filming, recording events and/or dramatic productions;
   - sharing of experiences;
   - presenting/displaying own productions.

5. Activities or sequences of activities should reflect the principle of integration. For example:

   - students view a film which involves solving a problem, e.g., a mystery;
   - class or group discussion about the methods used to solve the problem;
   - class discussion about other possible approaches to problem solving;
   - individuals or small groups of students read a variety of stories, articles, news items, materials from other subject areas, which contain evidence of problem solving;
   - extension of the third point above in which students expand the list of possible approaches to problem solving with ideas gained from their reading;
   - students work in small groups or pairs (very young children may require the teacher or an aide to act as leader) to solve a problem assigned by the teacher;
   - each group prepares a report which outlines the approaches used to arrive at a solution and presents it to the class;
   - class discussion as to the relative merits of the chosen approach and suggestions of other possible approaches;
   - each student selects a problem (could be from any subject area or a real experience); writes out a brief description of the problem and outlines a possible method for solving the problem. Following proofreading by self and at least one other student and rewriting, these are collected by the teacher for evaluation and possible display or filing in writing files.

NOTE: The above sequence of activities is presented only as an illustration of how integration might work as students use their listening, speaking,

reading and writing skills along with their experiences with literature, other subjects, and life while developing a particular thinking process. As with all activities, adjustment would be required to accommodate the needs of particular groups of students.

6. Evaluation should be a part of every activity and be an on-going process. It should be based on what has been taught, not on some pre-determined set of content or skills. A wide range of evaluative techniques should be employed with particular emphasis on those techniques which yield diagnostic information or indicate individual growth and progress. That is, evaluation techniques which yield information which can assist teachers and students in improving the learning situation. For example:

   - teacher evaluation using a variety of monitoring systems recognizing both cognitive and affective growth: teacher observation, checklists, attitude sorts and scales, cloze tests, student-teacher interviews, growth tests, term papers, reports, reading inventories, open-book exams, oral exams;
   - self and peer evaluation: proofreading, editing (individual and group), group evaluation of the effectiveness of group work and the participation of group members, student-teacher interviews;
   - shared record keeping: student's writing files (final drafts of student's writing with teacher's comments), lists of free reading done, cumulative checklists (graphs) showing student progress.

NOTE: Whenever possible, students should maintain these records monitored by the teacher.

Checklist for Administrators and Teachers

There are a number of questions principals should ask when assessing the effectiveness of their school's English Language Arts program or when observing an English Language Arts classroom. The following questions may serve as suggestions, by no means exhaustive, for a continuing in-school assessment of the English Language Arts program. Using some of these as a basis, teachers, principals, and department heads might compose questions of their own to aid their observations and on-going program review.

1. Does the English Language Arts program reflect an integrated balance of listening, speaking, reading, writing, literature, and language study?

   For example:

   - Are such topics as "grammar," "spelling," and "phonics" tied closely to the students' listening, speaking, reading, and writing performance?
   - Do learning activities require students to use all four modes of language intermittently rather than treating each as a separate subject?
   - Is literature seen as a springboard to language use, language study and experiential growth rather than as a study in and of itself?

- Is the English Language Arts program for a specific class of students taught by one teacher, or team of teachers planning together, rather than being fragmented and taught by several teachers in isolation?

2. Has the English Language Arts program been designed with specific references to the goals and objectives outlined on pages of this guide. For example:

   - Do program objectives at each grade level relate specifically to the objectives outlined in this guide?
   - Is there some sequencing and balancing of objectives and, hence, of course content from one grade level to the next? To what extent is this sequencing and balancing based on evidence of student language achievement and needs at different levels?
   - In teachers' outlines, has reference been made to specific evaluation strategies or instruments to be employed? Are these, in turn, referenced to specific objectives with some indication of appropriate criteria for performance?
   - Are recording and reporting strategies compatible with these? Is it possible to transmit reasonably specific information to the student, the parent, and the system?

3. Is there a schedule for course review and revision? For example:

   - Is there a reasonably firm information base upon which to make recommendations for revision and to monitor the effects of the revision?
   - Is there a teacher chiefly responsible (if feasible) for course coordination and review for each grade or program level?
   - Are teachers of particular courses encouraged to meet regularly to discuss course needs, problems, and resources?

4. Does each teacher have on hand (or readily available to him/her):

   - the English Language Arts K-12 Overview (1988);
   - the appropriate grade level guide;
   - means of gaining access to such resources as films, videotapes and recording/playback equipment, audiotapes and recorders;
   - suitable space and furniture for group work, drama, materials storage, files;
   - a variety of the print materials approved for use (textbooks and recommended supplementary materials);
   - a small reference library of current books, periodicals, and resources such as those published by the National Council of Teachers of English, the International Reading Association, and the Canadian Council of Teachers of English?

5. To what extent are these resources used and found to be useful?

6. Do the principal and teachers meet (perhaps as an agenda item at each staff meeting) to share professional reading and discuss professional concerns?

7. What kinds of activities predominate in the classroom and throughout the school (see suggestions under Implications for the Classroom)?

8. What approaches are taken by teachers towards evaluation? For example:

   - Do teachers participate in the selection of all testing instruments brought into the classroom? Are they informed about the limitations (both in accuracy for reporting individual scores and in objectives tested) of the tests used?
   - Do teachers use a variety of strategies to take into account student attitude as well as knowledge?
   - Is there opportunity for teachers to share in the development of test instruments and strategies both in order to encourage greater consistency in their use and to build up a variety of instruments that can be exchanged?
   - Do teachers share the evaluation process with other teachers and the principal in such activities as team marking of students' writing and evaluating oral presentations?
   - Do teachers use and take advantage, from grade to grade, of the cumulative writing folder and the information it contains?
   - Is opportunity provided for the accumulation of information on student performance (tests, checklists, attitude scales, writing sampling) to improve the quality of the instruments and methods used in evaluation and to serve as a data base for making judgements about student performance in English? Can this information be cycled back into course and program modifications?
   - Are students actively involved in the evaluation process (peer and self-evaluation)?
   - Is there a procedure for evaluating growth in listening and speaking?
   - Do the evaluation procedures identify student strengths as well as weaknesses?
   - Do teachers schedule individual student-teacher interviews to discuss progress?

INTEGRATING THE LANGUAGE ARTS

The term, integration, is variously defined, but the shades of meaning commonly used are these:

1. internalizing or incorporating NEW knowledge into the present construct;
2. cutting across subject matter lines to focus on the wholeness of knowledge; relating school studies to personal experience;
3. teaching the language arts (reading, speaking, listening, writing) together rather than as separable subjects.

Although all three of these facets are important to this document, the third one is particularly emphasized.

Rationale for Integration

Integration is an aim of this curriculum partly because of what we know about language and about how language is learned. One of the things we know about language is that it is a fundamental component of all learning and that, conversely, all materials provide content for language development.

Although there is a high correlation in student performance across subject areas -- a student who does well in geography, for instance, tends to do well in English -- there is an even higher correlation in performance among the language arts because of the closer relationship of the language arts and the very nature of language acquisition and growth. As students engage in more complex language activities (such as written composition or literature study), they depend heavily on previous language learnings (such as listening ability or oral language ability). These two findings can be attributed primarily to the cognitive constructs that underlie all language learning and development. The student employs the same cognitive processes or thinking skills in all language arts activities regardless of mode. The same thinking must take place whether the student is listening, speaking, reading, writing, understanding, and reacting to literature, or working with areas of language study. In addition, the student relies on basic language learnings, such as listening skills, in order to grasp ideas and perform more complex language activities, such as writing.

Thus, it is important to bring together the different aspects of language and, hence, teach the whole of language. Also, since language is not a "subject" (in the sense of having content as does, for example, history) but is a symbolic system, a wide variety of literature, records, films, games, ideas, and visual materials can be used as a part of a language arts program. By bringing together a wide range of content and language arts components, the teacher and students see knowledge as an integrated whole instead of as compartmentalized segments. Such an ideal is further realized when a curriculum is organized to cut across subject matter lines to focus on a broad area of study.

BALANCE

When planning an effective language arts program several types of balance are important.

1. Balance Between Skill-Building and Skill-Application

   At times there will be a need to isolate individual language arts skills for specific attention. However, these should be returned to meaningful context to allow students to use them in a variety of realistic situations.

2. Balance of Viewing, Listening, Reading, Speaking, Writing, Presenting Activities

   The language arts program should reflect an appropriate daily balance of viewing, listening, reading, writing, and presenting.

3. Balance Between Needs of Students and Program Objectives

   The language arts program should encourage students to proceed at a rate that provides time for growth in essential skills and allows ample time for application. Grouping and individual instruction can facilitate reinforcement and remediation of specific skill areas.

TIME ALLOTMENTS

A balanced English language arts program requires that emphasis be given to listening, speaking, reading, writing, literature, and language study as outlined in this guide. The most efficient way of accomplishing this balance is through an integrated program which focuses on the thinking processes common to all elements of the language arts and to other subject areas.

The program objectives are defined with the intent that as many students as possible can achieve success within the program. However, variation in age, experience, and abilities make it impossible for all students to achieve at the same rate or attain the same level of performance. Depending on the activity, different groupings of students as well as varying amounts of time will be necessary to meet the objectives. The time allotments suggested below represent the amount of time required on average to achieve the program's objectives. It should be noted that the content of other subjects can and should be used to develop language skills.

Grades	
K-3	600 minutes per week 120 minutes per day
4-6	500 minutes per week 100 minutes per day
7-9	375 minutes per week 75 minutes per day
10-12	Minimum of 110 hours of instruction per course credit

EVALUATION

This curriculum views evaluation as central to the teaching/learning process. Evaluation is, however, much more than a series of tests, examinations and term papers. It is a very complex process which guides the learning process by measuring what has been learned. It is this complexity which gives rise to a number of interrelated questions.

Why is the evaluation being conducted?

The purposes of evaluation fall into two major categories -- formative and summative.

Formative or ongoing evaluation of student progress, with generous feedback to both student and parent, is most important. It should include an evaluation, for the four areas of learning -- listening, speaking, reading and writing. It should include self, peer and teacher as well as holistic and non-holistic evaluation procedures. It should evaluate both the product -- for example a piece of writing -- and the process -- for example, the group work used to produce the piece of writing. Though such a student evaluation may require considerable record keeping, much of it might be kept in the form of charts and checklists that are in part designed and maintained by the student and kept in the student's writing folder. Every available means should be used to inform students of strengths and weaknesses and to assist in the implementation and the modification of the program.

Summative evaluation tends to occur at certain times during the school year. Its purpose is to examine what has been learned over a period of time and to inform the teacher, the student, the parents, and others as to an individual student's or group of students' progress relative to the longer term course objectives. While summative evaluation does provide information about the effectiveness of the teaching/learning process and the changes that may be needed, it doesn't have the same immediate impact that formative evaluation has.

Both types of evaluation are important, but they must be kept separate in the teacher's mind. Each evaluation that a teacher undertakes has an underlying purpose whether it be, for example, to encourage learning, to determine what needs to be taught, to gauge the effectiveness of the instruction, to measure or report achievement. The clarification of that purpose is the most important decision that a teacher makes, as all other decisions and the effectiveness of the evaluation depend upon it.

Who should do the evaluation?

Formative evaluation must be done at the school level and is therefore the responsibility of teachers and their students. It is important that teachers share this responsibility with students. Students should be encouraged to provide feedback to their peers, to evaluate their own progress, and, ultimately, to take responsibility for their own learning.

Students should also be aware that evaluation does not stop at the classroom door. Whenever students are involved in projects or activities which bring

them into contact with other teachers, students and members of the community, they should expect and encourage constructive, evaluative feedback. Teachers particularly should value this type of feedback as it can serve as a reliability check on their own judgement. It is suggested that teachers periodically evaluate students' work in pairs or teams so as to minimize personal bias.

Summative evaluation, in particular that which results in the assigning of grades and/or credits, is also the responsibility of the school. While teachers are encouraged to share the process of evaluation with their students, other teachers and members of the community, the assigning of grades is clearly the professional responsibility of the teacher.

What should the grade represent?

The grade or final mark should be more than a simple averaging of a series of marks. It should represent the informed, professional judgement of the teacher. Evaluation, both formative and summative, is the process whereby the teacher and others become informed as to a student's achievement. The grade should be seen by the teacher, parents and student as an honest attempt to reflect that achievement relative to course objectives.

Since the grade is at best a very inadequate method of reporting individual growth, teachers should find every opportunity to discuss a student's progress with the student and the student's parents. For this purpose, files containing actual samples of a student's work over a period of time that can be discussed with both student and parents are much more useful than grades or series of marks.

While evaluation is and should be a part of every assignment or activity, not all assignments should be graded. Language learning is best promoted in an atmosphere of trust which encourages the learner to take risks, to make mistakes, and to learn from those mistakes. Students and teachers are less likely to take risks in situations where grading is involved. Evaluation with constructive feedback can and should be a powerful motivator. Excessive grading may destroy motivation and misdirect the learner away from the real purpose of learning toward a search for marks.

Finally, teachers are reminded that assigning marks at or close to the upper end of the range does not imply that a student knows everything there is to know about language and literature. It simply means that the student has met or exceeded any reasonable expectation you may have for the performance of an individual of that age on that particular activity or assignment. While grades of 100% will be very rare, they should be a real possibility. Using a marking scale which sets 80% as the maximum possible goal penalizes students unfairly.

What should be evaluated?

Fundamental to this curriculum are the beliefs that language ability grows in relation to thinking and experiential growth and that language arts teaching must foster this growth. In the past, the process of growth has often been studied, taught, and assessed in terms of its products, perhaps because it is

more difficult to evaluate the language as it is being generated within a context than to evaluate a finished product. Yet, if the evaluation is to provide meaningful information which will guide the teaching/learning process, it is necessary to get as close as possible to the place and time the language was generated and to assess the process of that generation. It is also necessary to observe this process over as wide a range of activities as possible so as to give students an opportunity to demonstrate both strengths and weaknesses. These activities should vary in both type and difficulty so that each student experiences a number of assignments that present a reasonable personal challenge and a reasonable chance of success.

One can design tests, both written and oral, which would examine students' knowledge of the elements of communication, or ask them to explain the success or failure of a particular message. The ultimate test of the student's ability to understand the communication process, however, can only be made by examining the sensitivity with which she/he responds to and employs those elements while participating in the process in a specific context. It is essential, therefore, for evaluation to consider:

. the process (approach used to produce a product) as well as the product;
. groups as well as individuals (process and product);
. student's progress in terms of individual objectives;
. student's progress in terms of group objectives;
. student's progress relative to grade or course objectives;
. student's ability to use language (listening, speaking, reading, and
. writing);
. student's response to, and knowledge of, literature;
. student's knowledge about language;
. student's development of cognitive, affective and social skills.

How should evaluation be performed?

Evaluation is the process of collecting information and making judgements on the basis of that information. The actual method or technique used to collect the information will depend on the considerations outlined above. The method of data collection should not determine what is to be evaluated.

Because this curriculum places so much emphasis on formative evaluation, the teacher must remain cognizant of teacher bias and of the strength of the evidence supporting observational interpretations (a small sample of student behaviour has limited significance). It must also be remembered that the best tests and assessment procedures are those which have both validity (measures what it claims to measure) and reliability (yields consistent information each time it is used). These criteria should be applied to both subjective as well as the more objective forms of evaluation. For example, teacher observation of the effectiveness of group work, though highly subjective, can be reasonably reliable and highly valid. In fact, the subjective opinion of the experienced teacher in an informed observation setting should be used to test the validity of other more objective forms of evaluation.

A number of specific evaluation techniques have been suggested in the Early Years, Middle Years, and Senior Years guides which support this document. In addition, many of the published materials recommended for either classroom use

or teacher's reference contain suggestions for student evaluation. These are, however, just suggestions which must be modified so as to meet the needs of a specific teacher and/or class.

Records

Records of evaluation must be maintained, as they illustrate to the student and teacher the amount of growth that is taking place. They should also be available for future reference. Record keeping can take many forms, from checklists to actual examples of students' work. Each school should devise and develop a system which meets its needs. In doing so, the following guidelines should be considered:

1. School and/or teacher records should be as simple as possible while still serving the purpose. Complex systems tend to take too much time to complete and, so, are frequently not kept up-to-date.

2. Information that is to be kept over a period of time must be complete; e.g., recording a norm-referenced reading test score is a waste of time unless the name of the test, the date on which the test norms were established, and the date the test was administered are also recorded.

3. Records kept by the teacher should attempt to record information which has a direct bearing on instructional planning and demonstrates student growth or lack of it.

4. Records kept by the student should serve to demonstrate student growth.

5. Records should include some samples of student's actual work; i.e., writing folders, responses to books read.

6. Records may include various materials such as: checklists, annotations, video tapes, audio tapes, reading and writing folders.

MEETING INDIVIDUAL AND GROUP NEEDS

An effective language arts program should accommodate the range of student needs, abilities, and interests usually found in any one classroom. This guide sets out a philosophy and an instructional framework within which specific progams can be planned by the teacher to meet the needs of specific classes and students.

Allowances for individual differences can be facilitated in different ways:

- varying the intensity or type of readiness (pre-learning activity);
- varying the amounts of time on learning activity and reviewing (pacing);
- adjusting content in terms of concept complexity, readability, and topic to the abilities and interests of the students (material selection);
- using a variety of teaching strategies or approaches (methodology);
- establishing realistic expectations of student performance based upon informal and formal assessments (ongoing evaluation).

In many cases, these strategies can be used with individual or small groups of students. Grouping can also facilitate a number of language goals that are discussed in the guide. Many activities related to listening, speaking, reading, writing, drama, and viewing will involve the use of a variety of grouping techniques. Groupings (whether based on student needs or interest) should always be flexible.

It is important to use a variety of organizational forms to provide an interesting learning environment that facilitates thinking and language growth. Through working in various sizes and types of groups, students are able to interact with each other and apply many of the language skills they are learning (see support document: Small Group Work, Education Manitoba).

MEETING SPECIAL NEEDS

It would be hoped that by using the strategies described above that the language arts program can be modified or extended to meet the needs of most students. However, it can be expected that in any given school there may be students for whom an extensively modified (adapted) program is necessary. Many schools have support personnel that can help classroom teachers identify such students, make appropriate programming decisions, and accommodate them in as much of the regular curriculum as possible.

The basic philosophies and emphases in this document will be relevant to any program that deals with language growth and the acquisition of communication skills. It is the more specific objectives, material, and teaching strategies that need to be changed when developing adaptive programs. A student requiring an adaptive program in one area of language arts may very well be capable of handling the regular program in other areas; e.g. a student can take part in regular aural/oral activities but not reading or writing.

There are many services available for special needs students (Child Development and Support Services, Child Guidance Center, E.S.L. programs and handbooks, Programs for the Gifted, etc.)

GOALS AND OBJECTIVES

The following charts attempt to emphasize the relationship between thinking and language outlined earlier. The program elements are the vehicles through which this thinking and language growth can be fostered. It should be noted that the language and thinking goals change little across the levels. What does change is the complexity of the language and thinking as well as the application. This growth is reflected more clearly in the suggested activities and teaching strategies outlined in the Early Years, Middle Years, and Grades 9-12 guides.

The teacher has considerable flexibility in and responsibility for determining the appropriate pace, sequence, content and emphasis of a specific instructional program which aims to meet the needs of a specific group of students. All instructional programs, however, should aim to assist students in meeting the full range of objectives stated below.

KINDERGARTEN - GENERAL THINKING AND LANGUAGE GOALS

Thinking The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	organize
predict	explain	give opinions	compare	prefer
sequence	summarize	evaluate	select	make judgements

Language The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds	syntax - order	semantics - meaning

Program Elements These thinking and language skills should be fostered through a language arts program in which children will:

listen to/for:

stories	comparisons
poems	classifications
songs	opinions
simple directions	sequence
explanations	preferences
descriptions	expression of feeling

communicate orally using:

directions	instructions
discussions	conversations
stories	descriptions
classifications	comparisons
sequences	feelings

read/view a variety of written/illustrated:

experience charts	filmstrips
pictures	words
picture books	procedures

use illustrations or written form for communication of:

descriptions	stories
ideas	

KINDERGARTEN - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening — Students should be able to:

Comprehend auditory information:
- recall/retain auditory information;
- recall a sequence of two or more events.

Begin to recognize uses of language:
- recall simple instructions.

Apply inferential thinking skills to listening activities:
- sense emotions;
- make judgements.

Demonstrate a phonetic awareness of sounds:
- distinguish characteristics of sound;
- identify similarities of sound;
- recognize differences in sound;
- repeat and begin to select rhyming words.

Develop an awareness of the rhythm of language:
- recite rhymes.

Speaking — Students should be able to:

Demonstrate an ability to communicate with others:
- communicate using a variety of verbal and non-verbal skills;
- speak clearly.

Show growth in the complexity of language:
- using appropriate language structures.

Begin to use language for a variety of purposes:
- participate in creative drama and dialogue.

LITERACY

Reading — Students should be able to:

Comprehend literally:
- associate visual and auditory information.

Develop visual skills necessary for reading:
- discriminate and remember spatial position, figure/ground;
- discriminate similarities and differences of shapes, symbols, and words;
- recognize consistency of form.

Demonstrate a phonetic awareness:
- associate visual symbols with auditory sounds.

Writing — Students should be able to:

Demonstrate motor and visual skills necessary for the process of writing:
- develop gross motor control, eye-hand coordination, left-right hand movement.

Begin to use written language for a variety of purposes:
- use illustrations or symbols to convey ideas or feelings.

40

REPETITION

TRANSMISSION

GRADE 1 - GENERAL THINKING AND LANGUAGE GOALS

Thinking The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	organize
predict	explain	give opinions	compare	prefer
sequence	summarize	evaluate	select	make judgements

Language The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements These thinking and language skills should be fostered through a language arts program in which children will:

listen to/for:

stories	explanations
poems	descriptions
songs	comparisons
simple reports	sequence
rhymes	opinions
jingles	preferences
simple directions	expressions of feelings

communicate orally using:

stories	directions
poems	instructions
songs	conversations
jingles	descriptions
interviews	comparisons
reports	sequence
rhymes	expressions of feelings

read/view a variety of written/illustrated:

experience charts	stories
picture books	poems
pictures	rhymes
pictorial filmstrips	jingles
paragraphs	

use illustrations or written form for communication of:

experiences	labels
ideas	poems
thank you letters	stores
invitations	

GRADE 1 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening — Students should be able to:

Comprehend auditory information:
- recall/retain sequence of two or three events.

Recognize uses of language:
- recall/retain direction;
- recall/retain information.

Apply inferential and creative thinking to listening activities:
- predict;
- sense emotion;
- give opinions;
- make judgements.

Demonstrate a phonetic awareness of sounds:
- discriminate similarities and differences of sounds;
- identify initial, medial, and final sounds;
- select rhyming words;
- recognize the relationship between the sounds of language and their symbols.

Develop an awareness of the intonation and rhythm of language:
- recite rhymes.

Speaking — Students should be able to:

Demonstrate an increasing ability to communicate with peers, adults, and groups:
- use a wide variety of verbal and non-verbal communication skills;
- speak clearly.

Demonstrate a growth in the complexity of language:
- use appropriate language structures;
- speak in sentences.

Begin to develop the ability to communicate to audiences:
- use creative dramatization and dialogue.

LITERACY

Reading — Students should be able to:

Develop visual skills necessary for the process of reading:
- discriminate and remember spatial position, figure/ground;
- understand constancy of form.

Comprehend written material:
- locate and recall information.

Apply inferential thinking skills to reading:
- predict;
- sense emotion;
- make comparisons.

Develop sight word recognition:
- instantly recognize words used in reading material.

Demonstrate an awareness of phonetic and structural analysis:
- associate auditory and visual information;
- use phonetic analysis (initial, medial, and final consonants, long and short vowels, initial consonant diagraphs, simple phonograms);
- use structural analysis to identify words (roots, compound words, common affixes).

Writing — Students should be able to:

Demonstrate an increasing ability to communicate with others through written language:
- understand and use manuscript letter forms;
- print legibly.

Begin to select form for purpose:
- use appropriate forms for clear communication (illustrated or written experiences, ideas, stories, thank you letters).

Demonstrate growth in complexity of language:
- begin to use punctuation for clear communication (periods, question marks, capital letters).

RECEPTION

TRANSMISSION

GRADE 2 - GENERAL THINKING AND LANGUAGE GOALS

Thinking The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	organize
predict	explain	give opinions	compare	prefer
sequence	summarize	evaluate	select	make judgements

Language The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relation to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements These thinking and language skills should be fostered through a language arts program in which children will:

listen to/for:

simple reports	songs
instructions	simple directions
conversations	explanations
discussions	descriptions
stories	comparisons
poems	sequence
jingles	opinions
rhymes	preferences
jokes	expressions of feelings

communicate orally using:

reports	sequence
instructions	expressions of feelings
discussions	stories
conversations	songs
interviews	rhymes
directions	jingles
descriptions	poems
comparisons	

read/view a variety of written/illustrated:

pictures	directions
stories	lists
poetry	rhymes
paragraphs	jingles
simple graphs & charts	experience charts
reports	picture books
	pictorial filmstrips

use illustrations or written form for communication of:

letters	poems
invitations	rhymes
thank you notes	paragraphs
lists	illustrations
instructions	labels
directions	simple charts
stories	experiences
	ideas

GRADE 2 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening — Students should be able to:

Comprehend auditory information:
- associate visual and auditory information;
- recall details;
- recall sequence of three or four events.

Recognize uses of language:
- recall complete directions.

Apply inferential thinking skills to listening activities:
- predict;
- sense emotion;
- give opinions;
- make judgements;
- compare.

Demonstrate a phonetic awareness of sounds:
- recognize consonants, blends, vowels, diagraphs;
- recognize structural elements (roots, plurals, compound words, contractions, etc.).

Continue to develop an awareness of the intonation and rhythm of language:
- recite simple poems.

LITERACY

Reading — Students should be able to:

Continue to develop visual skills necessary for the process of reading:
- discriminate similarities and differences of visual symbols using more complex material.

Comprehend written material:
- associate visual and auditory information;
- locate and recall information in increasingly complex material.

Apply inferential thinking skills to reading:
- identify through context;
- predict;
- sense emotion;
- make comparisons;
- give opinions.

Continue to develop sight word recognition:
- recognize a greater number of words instantly.

Demonstrate an awareness of phonetic and structural analysis:
- use a wider variety of phonetic analysis skills to identify words (e.g., consonant blends, vowel clusters, and phonograms);
- use structural analysis to identify words, contractions, possessives, comparatives.

GRADE 2 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES (Cont'd)

ORACY

Speaking — Students should be able to:

Demonstrate an increasing ability to communicate with peers, adults, and groups:
- speak clearly at a suitable rate;
- use correct pronunciation;
- practice voice control;
- use appropriate gestures/facial expressions and voice quality.

Demonstrate growth in using more complex language forms:
- choose language form (formal, informal, etc.) appropriate to purpose.

Continue to develop the ability to communicate to audiences:
- use creative dramatization and dialogue.

LITERACY

Writing — Students should be able to:

Demonstrate an increasing ability to communicate effectively with others:
- develop fine motor control necessary for the process of writing;
- use standard manuscript letter forms, write legibly and display increased speed.

Continue to select form for purpose:
- use appropriate form of written language for clear communication (stories, letters, lists, poems, instructions, directions, simple charts, and illustrations).

Demonstrate growth in the complexity of language:
- use correct punctuation for clear communication (periods, question marks, commas, capital letters).

Begin to see the need for and use of proofreading skills:
- use basic spelling vocabulary and apply knowledge of phonetic and structural analysis to written work.

TRANSITION

GRADE 3 - GENERAL THINKING AND LANGUAGE GOALS

Thinking The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	organize
predict	explain	give opinions	compare	prefer
sequence	summarize	evaluate	select	make judgements

Language The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements These thinking and language skills should be fostered through a language arts program in which children will:

listen to/for

simple reports	rhymes
directions	stories
instructions	poems
explanations	jingles
conversations	jokes
descriptions	riddles
discussion	songs
comparisons	introductions
sequence	interviews
opinions	reports
preferences	plays
expressions of feelings	

communicate orally using:

reports	expressions of feelings
instructions	stories
discussions	songs
conversations	rhymes
interviews	jingles
directions	poems
descriptions	introductions
comparisons	
sequence	

read/view a variety of written/illustrated:

experience charts	lists
picture books	directions
pictures	rhymes
filmstrips	jingles
paragraphs	jokes
stories	reports
poems	plays
graphs	recipes
charts	posters
reports	

use illustrations or written form for communication of:

experiences	poems
ideas	rhymes
paragraphs	instructions
letters	directions
invitations	illustrations
thank you notes	labels
lists	charts
stories	outlines
	simple notes

GRADE 3 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening

Students should be able to:

Comprehend auditory information:
- demonstrate growth in auditory memory recall (details, sequence, directions, poems, stories, posters, slides, etc.)

Apply inferential thinking skills to listening activities:
- plan;
- predict;
- summarize;
- evaluate;
- select.

Demonstrate a phonetic awareness of sounds:
- identify consonants, vowels, diagraphs, blends, etc.;
- identify word structures, roots, prefixes, suffixes, compounds, and syllables.

Develop an awareness of intonation to clarify meaning:
- distinguish characteristics of pitch, intenaity, quality, duration, sequence.

LITERACY

Reading

Students should be able to:

Comprehend written material:
- locate and recall information in increasingly complex material.

Continue to apply inferential thinking skills to reading:
- identify words through context;
- predict;
- sense emotion;
- summarize;
- evaluate.

Begin to use reading for a variety of purposes:
- apply reading skills to both fiction and non-fiction.

Continue to develop visual skills necessary for the process of reading:
- continue to refine discrimination and memory skills learned in previous grades, associate visual and auditory information;
- continue to develop sight word recognition;
- recognize, instantly, words that occur frequently;
- demonstrate an awareness of phonetic and structural analysis;
- use phonetic analysis to identify words (consonants, vowels, diagraphs, dipthongs, vowel variants, phonograms);
- use structural analysis to identify words (word structures, prefixes, suffixes, syllables).

ORACY

Speaking

Students should be able to:

Demonstrate an increasing ability to communicate with peers, adults, and groups:
- recognize the importance of accepted social behaviour in oral language relations;
  practice accepted rules for person-to-person conversations: telephone conversations, discussions, reports, introductions, and interviews;
- use body language, facial expression, and voice quality to convey meaning;
- use correct pronunciation and suitable voice control and posture.

Demonstrate a growing ability to recognize the variety of purposes of language:
- use appropriate language structures (e.g., formal, informal) in a variety of situations.

Continue to develop the ability to communicate to audiences:
- use creative dramatization and dialogue.

LITERACY

Writing

Students should be able to:

Demonstrate an increasing ability to communicate effectively with others:
- use standard forms of manuscript and cursive writing;
- write legibly with reasonable speed.

Continue to select form for purpose:
- use the appropriate forms of written language for clear communication (paragraphs, stories, directions, instructions, recipes, simple notes, letters, outlines, poetry).

Demonstrate growth in the complexity of language:
- use correct punctuation for clear communication (periods, question marks, quotation marks, apostrophe, hyphen, capital letters).

Begin to apply proofreading skills:
- use basic spelling skills, apply knowledge of phonetic and structural analysis to written work.

Show an understanding of the different forms and functions of words:
- use parts of speech (noun, verb, adjective, adverb) appropriately.

Show an ability to organize information from a variety of sources:
- apply study skills to writing for the specific purpose of gathering and sharing information.

TRANSMISSION OF LANGUAGE

GRADE 4 - GENERAL THINKING AND LANGUAGE GOALS

Thinking The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements These thinking and language skills should be fostered through a language arts program in which children will:

listen to:

- fairy tales
- tall tales
- animal stories
- biographies
- invitations
- replies
- poetry
- plays
- haiku
- rhymes
- jingles
- introductions
- conversations
- discussions
- interviews
- reports
- personal anecdotes
- directions
- jokes
- songs
- instructions
- explanations
- conversations
- descriptions
- comparisons
- sequence
- preferences
- expression of feelings

read:

- stories
  - . fairy
  - . tall
  - . animal
  - . biography
  - . autobiography
- invitations
- replies
- friendly letters
- newspapers
- outlines
- interviews
- summary
- poetry
- jingles
- plays
- posters
- proofreading
- recipes
- jokes
- charts and graphs
- experience charts

use oral language for:

- story telling
  - fairy tales
  - tall tales
  - animal stories
  - biographies
  - autobiographies
- rhymes
- poetry
- plays
- choral speaking
- songs
- jokes
- personal anecdotes
- conversation
- informal talk
- formal talk
- discussion
- invitation
- reply
- introductions
- interviews
- reports
- instructions
- directions
- descriptions

write:

- animal stories
- biographies
- autobiographies
- booklets
- invitations
- replies (letters)
- friendly letters
- thank you letters
- diaries
- poetry
- riddles
- experiences
- paragraphs
- reports
- rhymes
- instructions
- directions
- illustrations
- charts
- outlines
- notes

GRADE 4 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening — Students should be able to:

Comprehend auditory information:
- demonstrate growth in visual/auditory memory recall (details, sequence, direction, poems, stories, plays).

Apply inferential thinking skills to listening activities:
- summarize;
- give opinions;
- evaluate;
- analyze;
- hypothesize.

Demonstrate an increasing awareness of phonetic and structural skills:
- apply phonetic and structural analysis of words received auditorily.

Continue to develop an awareness of intonation and rhythm of language:
- distinguish intensity, pitch, quality, and sequence of a variety of sounds.

LITERACY

Reading — Students should be able to:

Comprehend written material:
- locate, recall, and organize information in increasingly complex material.

Continue to apply inferential thinking skills to reading:
- summarize;
- give opinions;
- evaluate.

Demonstrate an ability to collect information:
- display study skills related to the use of reference material, dictionaries, use of non-fiction print.

Continue to develop visual skills necessary for the reading process:
- refine auditory and memory skills;
- associate visual and auditory information using more complex material.

Demonstrate an increasing ability to use a combination of sight word, phonetic and structural analysis, and context to recognize words:
- recognize instantly a greater number of words that occur frequently in reading material;
- apply phonetic and structural analysis to recognize unfamiliar words in isolation and in context.

Recognize and apply a variety of language skills:
- use punctuation to clarify meaning.

RECEPTION

ORACY

Speaking — Students should be able to:

Demonstrate an increasing ability to communicate with peers, adults, and groups:
- use appropriate facial expressions, gestures, postures, and voice control.

Continue to demonstrate an ability to recognize the variety of purposes of language:
- use appropriate language structures, (e.g., formal, informal) in a variety of situations.

Continue to develop the ability to communicate to audiences:
- use creative drama, puppetry, pageantry.

LITERACY

Writing — Students should be able to:

Demonstrate an increasing ability to communicate with others:
- use standard forms of manuscript and cursive writing;
- write legibly with increasing speed.

Continue to select form for purpose:
- use appropriate forms of language for clear communication (paragraphs, stories, directions, instructions, recipes, simple notes, letters, outlines, poetry, reports, diaries).

Demonstrate growth in the complexity of language:
- use correct punctuation for clear communication (periods, question marks, quotation marks, apostrophe, hyphen, capital letters, exclamation mark).

Apply proofreading skills:
- read over written work for purpose of changing or correcting content, punctuation, capitalization, spelling.

TRANSMISSION

GRADE 5 - GENERAL THINKING AND LANGUAGE GOALS

Thinking

The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language

The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements

These thinking and language skills should be fostered through a language arts program in which children will:

listen to:

- stories
  - autobiography
  - fantasy
  - myths
  - legends
  - fables
  - science fiction
  - fairy tales
  - tall tales
- club meetings
- reports
- puppet shows
- plays
- films
- filmstrips
- poetry
- haiku
- personal anecdotes
- jokes
- songs
- rhymes

read:

- stories
  - fairy
  - tall
  - animal
  - fantasy
  - myth
  - legend
  - fable
  - science fiction
- business letters
- reports
- diaries
- interviews
- mimes
- films
- filmstrips
- experience charts
- recipes
- charts and graphs
- puppet show scripts
- plays
- poetry
- letters
  - friendly
  - invitation
  - reply
  - thank you
- newspapers
- magazines
- posters
- summary
- outlines
- notes

use oral language for:

- poetry
- plays
- puppetry
- skits
- story telling
  - . science fiction
  - . fantasy
  - . fairy tales
  - . animal tales
- rhymes
- choral speaking
- songs
- jokes, riddles
- autobiography
  - . myths
  - . legends
  - . fables
- personal anecdotes
- formal talk
- discussion
- interview
- reports
- instructions
- descriptions

write:

- experience charts
- labels
- captions
- topical outlines
- stories
- poetic forms
- diaries
- logs
- letters
  - . friendly
  - . invitation
  - . reply
  - . thank you
- summaries
- short plays
- jokes
- riddles
- experiences
- reports
- charts
- outlines
- notes
- instructions

54

GRADE 5 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening

Students should be able to:

Comprehend literally, inferentially, critically:
- identify main idea and specific details;
- recognize sequence;
- make inferences and imply meanings;
- make judgements and draw conclusions;
- predict outcomes;
- recognize cause-effect relationships;
- recognize figurative language and sensory impressions;
- discriminate between the real and the imaginary;
- respond to mood;
- follow directions.

Make simple topical outlines from material presented orally.

Adapt listening to the communication context: person to person or group (large or small).

Listen with enjoyment and appreciation for recreational purposes (music, drama, radio, etc.).

Discriminate similarities and differences of sounds:
- build a listening vocabulary;
- continue contextual analysis: syntactic cues (roots, affixes), semantic cues (word order), signal words (furthermore, thus);

Develop an awareness of the intonation, rhythm of language:
- listen to and recognize emotional reactions;

LITERACY

Reading

Students should be able to apply the reading skills and objectives of Grades 1, 2, 3, and 4. Students should be able to:

Comprehend literally and inferentially:
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written material;
- read for pleasure and information from a variety of sources;
- respond to different types and forms of literature at an appropriate level.

Collect, study, and organize information:
- use the dictionary;
- locate information through using parts of a book, graphs, charts, and reference material;
- summarize information;
- take notes from reading.

Read orally and silently:
- adjust reading rate to specific purposes and materials.

Build and extend vocabulary through:
- word recognition
  - . define words read in context;
  - . provide synonyms and antonyms;
  - . identify homophenes, homographs;
  - . understand figurative expressions;
  - . begin to develop knowledge of word origins.

RECEPTION

ORACY

- understand and respond to sentence forms
  - simple, compound;
  - interrogative, imperative, exclamatory, assertive;
- understand and sense appropriateness of register of language used in variety of contexts.

Speaking

Students should be able to:

Use language effectively in all aspects of thinking (self-direction, organization, prediction, evaluation, and imagination).

Communicate orally using a widening variety of forms: discussion, report, story telling, and drama.

Demonstrate oral fluency for different purposes.

Demonstrate growth in precise vocabulary and figurative language.

Demonstrate the difference between formal and informal language.

Understand the role of the speaker relative to audience.

Begin to use intonation, inflections, pauses, gestures, and variable rates to punctuate speech.

LITERACY

Demonstrate phonographic, structural analysis skills:
- apply phonetic and structural analysis to decide unfamiliar words in isolation and in context;
- understand sentence structure.

Writing

Students should be able to:

Write in widening contexts using the following forms:
- stories (two to four paragraphs);
- simple poetic forms (jingles, riddles, jokes);
- booklets, logs, diaries;
- topical outlines;
- letters (friendly, invitations, thank you notes);
- notes (note-taking, note-making);
- simple bibliography (author, title, page of book).

Demonstrate competency in language usage:
- capital letters;
- punctuation;
- contractions;
- word study;
- possessives;
- abbreviations.

Show increasing competencies in mechanics:
- legible handwriting;
- proofreading;
- spelling;
- editing.

Use and understand different forms and functions of the parts of speech (e.g., noun, adjective, adverb, verb).

Understand and apply the concepts of subject and predicate.

Use the dictionary to check spelling and meaning.

Begin to expand and combine some sentences.

T R A N S M I S S I O N

GRADE 6 - GENERAL THINKING AND LANGUAGE GOALS

Thinking The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements These thinking and language skills should be fostered through a language arts program in which children will:

listen to: (in addition to what has gone before)

- poetry
  - haiku
  - free verse
  - limerick
  - quatrain
- historical fiction
- panel discussion
- autobiography
- biography
- fantasy
- myths
- legends
- fables
- science fiction
- fairy and tall tales
- meetings
- puppet shows
- plays
- films
- reports
- personal anecdotes
- songs

read:

- stories
  - fables, legends, myths
  - historical fiction
- cartoons
- codes
- detailed outlines
- puns
- conundrums
- poetry (wide range)
  - free verse
  - narrative poetry
- reports
- diaries
- business letters
- interviews
- charts and graphs
- puppetry
- plays
- newspapers
- magazines
- posters
- summaries
- outlines
- notes

25
28
22
32
20
36
40
100 mm
1.0
1.1
1.25
1.4
1.6
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.8
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm
A5

use oral language for: (in addition to what has gone before)

- interviews
- club meetings
- improvisations
- story telling
  - . historical fiction
  - . science fiction
- poetry
- plays
- puppetry
- skits
- choral speaking
- songs
- jokes, riddles
- autobiography
  - . myths
  - . legends
  - . fables
- personal anecdotes
- formal talk
- discussion
- reports
- instructions
- descriptions

write:

- simple descriptions
- simple expositions
- narrative dialogue
- two-step outlines
- compositions
- simple scripts
- reports
- booklets
- logs
- diaries
- variety of poetic forms
- historical fiction
- experience charts
- letters
  - . business
  - . friendly
  - . reply
  - . invitation
  - . thank you
- summaries
- jokes
- riddles
- charts and graphs
- notes (taking and making)

ORACY

The objectives taught in Grade 5 are to be extended at this grade at a higher level of sophistication according to ability and interest.

Listening Students should be able to:

Continue to move beyond the literal meaning and interpret meanings not actually stated:
- listen for the dynamics of a panel discussion;
- listen critically to a variety of poetic forms;
- make simple value judgements about what has been heard;
- follow the development of an idea in a discussion.

Correlate listening with speaking: listen to student reports, group presentations, and demonstrations.

Begin making two-step outlines of material heard.

Begin the practice of note taking.

Extend recreational and appreciative listening.

Discriminate similarities and differences of sounds:
- understand and build a widening listening vocabulary.

Listen for the rhythm of language, language patterns, accents, and dialects:
- recognize phrases, pauses, and transitional words that punctuate speech;
- recognize simple sentence patterns and extend to more complex patterns;
- recall speaker's use of effective words, phrases, and figurative language;
- listen for setting and mood of the story and to the emotional reactions of the story teller;

LITERACY

Students should be able to apply the reading skills and objectives of Grades 1 through 5.

Reading Students should be able to:

Comprehend literally, inferentially, and critically:
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex, written material;
- read for pleasure and information from a variety of sources out of general interest and to broaden understanding;
- identify and respond to different types and forms of literature.

Collect, study, and organize information:
- use the dictionary;
- locate information through using reference material, graphs, maps, encyclopedias, periodicals, and library sources;
- summarize, verify;
- take notes.

Read orally and silently:
- adjust reading rate to specific purposes and materials.

Build and extend vocabulary through:
- word recognition
  - . apply such contextual analysis as roots, affixes, word order, signal words;
  - . use configuration clues;
- word meaning
  - . continue to define words read in context;
  - . write metaphors and similies;
  - . continue to develop knowledge of word origins.

Demonstrate phonographic, structural analysis skills:
- apply phonetic and structural analysis to decide unfamiliar words in isolation and context;

RECENT

ORACY

- recognize the speaker's purpose, point of view and choice of language.

Speaking — Students should be able to:

Use language effectively in all aspects of thinking (e.g., self-direction, organization, prediction, evaluation, and imagination).

Communicate orally using a widening variety of forms (conversation, story telling, personal anecdote, skits).

Speak more fluently and at greater lengths.

Demonstrate growth in oral language vocabulary: (precise vocabulary, figurative language).

Demonstrate control over verbal and non-verbal communication: adjust volume, pitch, rate, gesture, and facial expression to purpose and audience.

Demonstrate the difference between formal and informal language.

Use formal language effectively (reporting, demonstrating, interviewing).

Participate in informal and formal exchange with others.

Demonstrate appropriate social behaviour relevant to the speaking situation (group meetings, interviews): participate courteously, address the topic, and respond appropriately.

LITERACY

- understand sentence structure.

Writing — Students should be able to:

Write in widening contexts using the following forms:
- stories involving three/four paragraphs with some dialogue;
- stories, tales, fantasies, fables, legends;
- simple descriptions and expositions;
- letters (social and business letters of request);
- outlines (two-step);
- poetry (variety);
- simple scripts;
- reports, logs, diaries, booklets, journals;
- notes and note-taking of several sentences;
- autobiographies;
- summaries;
- bibliographies (author, title, publisher, date of publication, page of book).

Demonstrate competency in language usage: capital letters, punctuation, verb tenses, etc.

Show increasing competency in mechanics: spelling, legible handwriting, proofreading, editing.

Use and understand different forms of the parts of speech (e.g., types of nouns, linking verbs, prepositions, pronouns, conjunctions).

Understand and apply such concepts as object and complement.

Understand the four most common sentence patterns (kernel sentences).

Begin to produce, expand, and combine various types of sentences.

Increase competency in the use of the dictionary.

TRANSMISSION

GRADE 7 - GENERAL THINKING AND LANGUAGE GOALS

Thinking The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements These thinking and language skills should be fostered through a language arts program in which children will:

listen to: (in addition to what has gone before)

- demonstrations
- advertisements
  - radio
  - T.V.
- debates
- meetings
- puppetry
- poetry
  - haiku
  - free verse
  - limerick
  - quatrain
- historical fiction
- panel discussion
- plays
- films
- records
- songs
- autobiographies
- biographies
- fantasy
- myths
- legends
- fables
- science fiction
- fairy and tall tales
- personal anecdotes

read: (in addition to what has gone before)

- memoirs
- short stories
- telegrams
- book reviews
- folk tales
- scripts
- advertisements
- cartoons
- codes
- detailed outlines
- puns
- conundrums
- poetry (wide range)
- reports
- diaries, logs
- social letters
- interviews
- puppetry
- charts and graphs
- plays
- newspapers
- magazines
- posters
- summaries
- outlines
- notes

use oral language for:

- oral interpretation
- panel discussion
- story telling
- puppetry for entertainment of younger children
- discussion
- personal anecdotes
- reports (news, facts)
- interviews
- meetings
- improvisations
- poetry
- plays
- skits
- choral speaking
- songs

write:

- notes (taking and making)
- three-step outline
- multi-paragraph composition
- extend writing with poetic forms
- simple scripts
- business letters
- social letters
- narrative dialogue
- reports
- logs, diaries
- historical fiction
- experience charts
- summaries
- jokes, riddles, cartoons
- charts, graphs, grids

ORACY

Extend objectives taught and practiced in Grades 5 and 6.

Listening — Students should be able to:

Understand, extend, and evaluate ideas received aurally/visually from increasingly complex material.

Use the skills of critical listening:
- distinguish between statements that are true and false or real and imaginary; fact and opinion;
- detect obvious bias;
- recognize obvious analogies.

Evaluate ideas expressed by the speaker.

Adapt rate of listening to specific purposes and materials.

Make two- and three-step outlines of material heard.

Begin to show organization in note taking.

Recognize and appreciate rhythm of language, language patterns, accents, and dialects:
- understand the meaning of a sentence and all its possible transformations (passive, negative, interrogative);
- understand and respond to active and passive forms;
- understand subordinating techniques (subordinators and subordinate clauses);
- identify rhyming schemes and various poetic forms;
- recognize the paralingual methods of oral punctuation (intonation, inflection, pauses, rate, repetition, gestures).

Continue discriminating similarities and differences of sounds:
- show increased understanding of structural analysis (tense, number, gender);
- recognize word forms denoting abstract qualities.

LITERACY

Note reading objectives as outlined for Grades 5 and 6.

Reading — Students should be able to:

Comprehend literally, inferentially and critically:
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex, written material;
- read for appreciation;
- understand meaning of terms in vocabulary of language;
- understand linguistic structures.

Collect, study, and organize information:
- use the dictionary, general and specialized;
- locate information through using reference material, graphs, maps, tables, book parts, and library sources;
- take notes using a variety of methods;
- manage time scheduling for assignments;
- study for subjective and objective testing.

Read orally and silently:
- use skimming;
- adjust reading rate for specific purposes and materials.

Build and extend vocabulary through:
- word recognition
  - recognize words that are introduced in a systematic way within the content areas;
- word meaning
  - recognize specific use of word choice;
  - recognize expansion and precision of specialized vocabulary;
  - recognize multiple meanings of words (denotation and connotation).

Demonstrate phonographic, structural analysis skills:
- apply phonetic and structural analysis to decide unfamiliar words in isolation and in context.

ORACY

Speaking — Students should be able to:

Speak fluently at greater lengths about more complex and/or abstract ideas related to a wide variety of subjects.

Exchange information and share ideas, thoughts, and feelings.

Establish a meaningful relationship with an audience in both formal and informal situations.

Demonstrate growth in oral language vocabulary.

Demonstrate more proficiency in controlling verbal and non-verbal communication related to purpose and audience.

Share literary experiences through story telling, jokes, tall tales, and autobiographies.

Use formal language to communicate effectively through reporting, speech making, and formal discussion.

Adjust register and/or level of language appropriately and readily to the audience in a variety of situations.

Demonstrate appropriate social behaviour relevant to the speaking situation (participate courteously, address topic, respond appropriately).

LITERACY

Writing — Students should be able to:

Write in widening contexts using the following forms:
- narrative stories (tales, legends, fantasy);
- multi-paragraph compositions using conversations;
- descriptions and simple expositions;
- letters (social, business);
- poetry (begin to use rhyme schemes);
- notes (note-taking and note-making showing good organization);
- simple scripts;
- outlines (three-step);
- newspaper advertisements and articles;
- reports, simple summaries;
- biographies, autobiographies;
- bibliographies (extend work done in Grade 6).

Demonstrate increasing competency in language usage: capital letters, punctuation, word study.

Show increasing competency in mechanics: spelling, handwriting (speed and legibility), proofreading, editing.

Use and understand the different forms of the principle parts of speech.

Begin to understand and to apply such concepts as predicates, appositives, modifiers, phrases, and clauses.

Show some understanding of the four common kernel sentences.

Show some ability to produce, expand, and combine some types of sentences.

Use the dictionary to check spelling and meaning (review and consolidate work begun in Grades 5 and 6).

GRADE 8 - GENERAL THINKING AND LANGUAGE GOALS

Thinking The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements These thinking and language skills should be fostered through a language arts program in which children will:

listen to: (in addition to all that's gone before)

- speeches
- forums
- reader's theatre
- propaganda
  - . radio
  - . T.V.
  - . speeches
- panel discussion
- demonstrations
- advertisements
- debate
- meetings
- puppetry
- poetry (wide range)
  - . limerick
  - . quatrain
- historical fiction
- plays
- films
- video tapes
- records
- songs
- novels
- short stories
- plays

read:

- proverbs
- essays
- editorials
- research
- scripts
- advertisements
- codes
- puns
- memoirs
- literature
- telegrams
- book reviews
- poetry
- posters
- summaries
- outlines
- notes
- detailed outlines
- conundrums
- diaries and logs
- social letters
- interviewing and being interviewed
- puppetry
- charts, graphs, grids
- plays
- newspapers
- magazines

use oral language for:

- workshops
- forums
- debates
- story telling
  - improvisation
  - interpretation
- puppetry for entertainment
- discussion
- personal anecdotes
- reports (news, science, etc.)
- interviewing and being interviewed
- leading meetings
- poetry
- plays
- skits
- choral speaking
- songs

write:

- expositions and simple arguments
- life skill writing
  - filling out forms
- extending study-type writing
- newspaper and radio articles, scripts, plays
- longer poetry (i.e., ballads)
- note taking
- note making
- narrative dialogue
- outline
- multi-paragraphs
- compositions
- poetic forms
- script
- social letters
- summaries
- reports
- logs, diaries
- jokes, riddles, jingles
- cartoons
- charts, graphs grids

GRADE 8 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Extend the objectives taught and practiced in previous grades. Previous listening experiences should be reviewed, maintained, and/or consolidated.

Listening Students should be able to:

Identify and evaluate ideas as factual, fictional, opinionated, absurd, plausible, realistic, fanciful, relevant, propagandist.

Analyze and appreciate points of view.

Evaluate presentation in terms of the speaker's purpose, attitude, register of language, and delivery.

Adapt the rate of listening to material, speaker, and situation.

Listen and discuss register, tone, dialect and appropriateness of language used.

Listen with enjoyment and appreciation.

Take notes from organized oral presentations.

Make outlines using appropriate forms (after listening).

Understand all the basic sentence patterns.

Understand the ordering of relationships or events when common techniques or subordination are used.

Sense the relationships implied by the use of transitional phrases in a sentence to indicate the order of importance of events, comparison, or the order of time.

LITERACY

Note reading objectives as outlined for Grades 5, 6, and 7.

Reading Students should be able to:

Comprehend literally, inferentially, and critically through interpretation, application, analysis and synthesis.

Evaluate critically:
- develop own criteria for critical reviews of a variety of materials;
- make judgements about authors' qualifications;
- judge reasonableness of statements and conclusions;
- read for appreciation several literary forms.

Collect, study, and organize information:
- continue to develop previous objectives.

Read orally and silently:
- read at appropriate rates for grade level;
- read orally with expression.

Build and increase vocabulary through:
- wide reading;
- organizing own word study techniques.

Attack unfamiliar words through structural characteristics and extension of less common roots and affixes.

R E C E P T I O N

ORACY

Speaking — Students should be able to:

Speak fluently about more complex and/or abstract ideas.

Share experiences, thoughts, and feelings effectively and exchange information meaningfully.

Integrate the elements of speaking: purpose, audience, message, form, style (voice, gesture, posture).

Demonstrate growth in oral language vocabulary.

Speak in a way that reflects a syntactical understanding of language.

Speak in a way that reflects a knowledge of the study of usage.

Communicate effectively through panels, discussions, debates, round-table discussions, and interviews (live and recorded).

Share skills of articulation, enunciation, and pronunciation as related to choral speaking, recitations, and drama.

Use spoken language for widening purposes: persuade, react, advertise, dissuade, argue.

Use language for entertainment, creativity, and humour.

Organize ideas and content to present meaning clearly to the listener.

Use appropriate social behaviour relevant to the speaking situation.

LITERACY

Writing — Students should be able to:

Write in widening contexts using a variety of forms:
- legends, fables, tales, etc.;
- multi-paragraph compositions;
- narratives, descriptions, and simple expositions;
- simple arguments;
- notes and letters (various types);
- scripts.

Extend study type and practical writing such as notes, outlines, reports, summaries, and articles.

Extend ability to write a variety of poetic forms (ballad).

Fill in business forms and questionnaires.

Increase competency in language usage.

Increase competency in mechanics: spelling, handwriting, proofreading, editing.

Understand and apply such devices as conjunctions and sentence connectors.

Show some understanding of the seven common kernel sentences.

To understand simple, compound, and complex sentences.

Demonstrate an ability to use the dictionary.

Demonstrate an ability to produce, expand, and combine various types of sentences.

TRANSITION

Thinking — As a result of their participation in the program, students should be able to:

1. associate concepts* and the attributes of concepts by:

   - becoming aware of new concepts in both the real world and in language;
   - recognizing the specific physical and functional attributes associated with specific concepts;
   - picking out the identifying features of new concepts;
   - recognizing how different concepts relate, or do not relate, to one another;
   - learning specific patterns of concept relationships, e.g., subordinate, superordinate;
   - recognizing concepts presented in different contexts;
   - learning to classify and categorize concepts;

2. recognize, recall, and generate different sequential patterns, such as:

   - temporal or chronological sequencing (including such sequences as flash-back);
   - spatial or directional sequencing;
   - general to specific (deductive) sequencing;
   - specific to general (inductive) sequencing;
   - cause/effect sequencing;
   - conditional sequencing;
   - symbolic or metaphoric sequencing;

3. analyze and synthesize concepts and concept sequences by:

   - recognizing, generating, and applying concept generalizations, e.g., analogy, cause-effect, parallelism;
   - recognizing and generating meaningful comparisons and contrasts between concepts and concept sequences;
   - identifying the elements of a concept or sequence of concepts (analysis) and re-assembling these elements into new workable arrangements (synthesis);
   - recognizing that concepts can be classified and re-classified along a number of different dimensions or patterns (restructuring);

69

* The definition of concept used in this instance is from Frank Smith's Comprehension and Learning: A Conceptual Framework for Teachers (1976). He defines a concept as a cognitive category having physical features, functional features, class membership, and examples. For a further discussion of concepts and concept development, see the thinking section in the second part of the Senior Years guide.

4. evaluate concepts and the ordering and presentation of those concepts by:

   - identifying such features as bias, over-generalization, lies of omission and false reasoning;
   - formulating generalizations about the general properties of a number of real or vicarious experiences and evaluating those generalizations;
   - distinguishing between fact and opinion by evaluating the supporting evidence;
   - weighing the author's/speaker's choice of language (register), content and style as related to the communication context;
   - characterizing the similarities and differences of a number of concepts, patterns, or generalizations;
   - abstracting the general properties of a number of direct, concrete experiences and evaluating the appropriateness of the abstraction;

5. apply a variety of thinking processes by:

   - summarizing the identifying characteristics of a set of concepts or concept patterns;
   - selecting and focusing on aspects of concept patterns, generalizations or abstractions for the purpose of discussion or analysis;
   - observing a series of concepts and developing hypotheses about the genesis or implications of the series;
   - making decisions based on the evaluation of concepts and the ordering and presentation of those concepts;
   - restructuring sequences, categories, generalizations, and abstractions for a variety of communicative purposes;
   - predicting reasonable or meaningful extensions of concept sequences or patterns.

Literature — Through their experience with a wide range of literature, students should:

- increase their understanding of various literary uses of language;
- develop an awareness of the breadth of literary forms and purposes;
- recognize a literary work as a reflection of its own time;
- increase their understanding and appreciation of a variety of cultures and perspectives;
- appreciate the power of literature to communicate, to create experience, to evoke emotional and intellectual responses;
- increase their awareness and understanding of the various forms and genres and the contribution of each to literature as a whole;
- deepen their own personal response to literature while moving toward a more objective, analytical response.

Language Study — As a result of their involvement with the study of language, students should:

- increase their understanding of usage conventions;
- become aware that what is appropriate usage in one situation may be very inappropriate in other situations;
- develop an understanding of the phonological and orthographic conventions of languages;
- increase their understanding of words, word parts and word development over time;
- increase their understanding of grammar and the syntactic relationships of language;
- become aware of dialect differences and how language changes over time and location.

Listening

As a result of planned listening activities, students should be able to:

- expand their listening vocabulary;
- discern main ideas;
- recognize supporting details;
- follow sequential order;
- infer information from such elements as tone, diction, register, gesture;
- understand and make comparisons;
- predict outcomes;
- question critically;
- determine relevance;
- differentiate between fact and opinion;
- detect bias;
- detect fallacious reasoning;
- differentiate between emotional and rational language;
- recognize and appreciate figurative language;
- follow oral narration, description, exposition, and argument by perceiving variations in chronological, spatial and logical development;
- recognize dialect and language communities;
- evaluate the appropriateness of language usage;
- evaluate their own listening performance.

Listening Strategies

Pre-listening activities
Post-listening activities
Listening for the six W's: who, what, when, where, why, and how
Listening games
Drama: role playing and improvisation, scripted dramatizations
Small-group discussions
Development of a code of listening manners
Analysis of aural materials
Listening activities related to the mass media
Panels, debates, and speeches
Note taking
Integrating activities

Speaking

As a result of their participation in various speaking activities, students should be able to:

- expand their speaking vocabulary;
- recognize the relationship between speaking and listening, and between speaking and writing;
- use appropriate enunciation, pronunciation, projection, tonality, inflection, body language, and pacing;
- use language appropriate to audience and situation;
- express ideas and feelings;
- organize and present material for various purposes (e.g., inform, persuade);
- develop proficiency in supporting, clarifying, questioning, comparing and contrasting, qualifying, defining, summarizing, and paraphrasing;
- read orally for various purposes;
- develop skills useful in chairing, participating, moderating, and reporting;
- use equipment such as microphones, tape recorders, overhead projectors;
- evaluate their own speaking performance.

Oral Language Strategies

Planning presentations which identify the six W's: who, what, when, where, why, and how

Adjusting presentations to a variety of communication contexts:

- Drama: scripts, role playing, improvising
- Choral speaking
- Debates and panels
- Small-group discussion
- Rehearsed oral reading
- Speeches
- Oral composition
- Presentations
- Integrating activities

Reading

As a result of their involvement with various reading activities, students should be able to:

- consolidate and extend skills of previous grades;
- recognize the ways in which ideas are organized for specific purposes;
- develop the habit of establishing a purpose for reading;
- consolidate and extend their knowledge base;
- use prior knowledge as a framework for learning;
- develop critical or evaluative reading skills;
- extend their ability to adjust reading rate to the purpose for reading;
- extend their ability to use reading both as a tool for learning and as a source of pleasure;
- extend their ability to decode written language by applying a combination of the following: sight vocabulary, phonics, structural analysis, context, meaning vocabulary, punctuation, sentence patterns, usage, and dictionary skills;
- develop their research and library skills;
- extend their ability to move beyond the literal meaning to interpret meanings not actually stated;
- evaluate their own reading performance.

Reading Strategies

Free reading
Guided reading
  - pre-reading activities
  - post-reading activities
Extensive reading
Responding to various literary forms
Uninterrupted, sustained, silent reading
Responding to various uses of language
Talking and writing about reading
Critical reading
Oral reading
Analysis of sequential patterns
Modeling
Analysis of classification patterns
Activities designed to vary reading rates/purposes: scanning, skimming, intensive reading, leisure reading
Integrating activities

Writing

As a result of their participation in a wide range of writing activities, students should be able to:

- write honestly about personal experiences, opinions, and concerns as a means of growth in self-perception and self-understanding;
- write on various kinds of topics for various purposes and audiences in a planned, organized manner;
- adjust the language register for various purposes and audiences;
- understand the importance of the underlying principles of clear, logical thinking in organizing and developing ideas;
- discover, limit, research and develop their own topics;
- write descriptive, narrative, expository, argumentative and persuasive prose, and appropriate combinations of these;
- write experimentally and imaginatively;
- develop fluency in the kinds of writing likely to be of practical use;
- write about content from other school subjects;
- use a variety of sentence structures;
- use precise diction, spelling, and punctuation;
- discuss their reactions to the ideas, approaches, and underlying assumptions in each other's writing;
- evalute their own writing performance.

Writing Strategies

Pre-writing activities: incubation, selection, focusing, and outlining
Post-writing activities: individual and group
Work at sentence level
Work at paragraph level
Sustained writing: narrative/descriptive/expository/persuasive
Timed and free-flow writing
Sentence combining
Writing for specific objectives
Composing orally
Responding to reading and other stimuli
Observing, note taking, expanding
Imaginative writing: poetry, scripts, short stories
Brain storming, categorizing, outlining
Rewriting
Integrating activities

AN OVERVIEW OF THE SENIOR YEARS

	GRADE NINE	GRADE TEN	GRADE ELEVEN	GRADE TWELVE
ENGAGEMENT	LEVEL OF ENGAGEMENT: EXPLORATION Students explore language and literature, using a wide variety of materials, situations, and activities which are particularly suitable for generating ideas and evoking personal response.	LEVEL OF ENGAGEMENT: AWARENESS Students become aware of the social implications of language and communication: an appreciation of the social role of literature.	LEVEL OF ENGAGEMENT: EVALUATION Students evaluate ideas and style in materials studied and in their own work. They are encouraged to be more critical of stylistic choices made and to use these choices as clues to the intellectual or emotional attitude of the speaker or writer.	LEVEL OF ENGAGEMENT: APPLICATION Students are required to apply a wide variety of forms (vehicles, media, genres) to various communicative situations in their own speaking and writing. They should demonstrate a knowledge of various philosophic and cultural influences on language and literary forms.
FOCUS	FOCUS OF INSTRUCTION Activities are designed to encourage students to reveal and clarify, for themselves, their own opinions and feelings about concerns and ideas of interest.	FOCUS OF INSTRUCTION Activities are designed which will move students beyond a preoccupation with personal concerns to an awareness of their responsibilities to others in communication, in their roles as listeners, speakers, readers, and writers.	FOCUS OF INSTRUCTION Activities are designed to allow for a more critical examination of meaning. Students are required to show greater objectivity in their own style and an improved ability to deal with abstract ideas.	FOCUS OF INSTRUCTION Activities are designed to consolidate the work of previous grades so that students are able to deal effectively with different communication situations, particularly those addressing unseen audiences.
EMPHASES	INSTRUCTIONAL EMPHASIS Three concepts of communication are explored--content, situation, and vehicle--so that students realize how the meaning or content of a communication is related to the situation in which it takes place and the vehicle of expression chosen.	INSTRUCTIONAL EMPHASIS Two major communication concepts are emphasized: audience awareness and purpose. Students should be able to see the operation and relationship of all five variables in communication contexts: content, situation, audience, purpose and vehicle.	INSTRUCTIONAL EMPHASIS Style is regarded as the overall effect of language used in communication. Building upon the knowledge gained over the previous two years, students are made aware of the power and richness of language used in selections and are encouraged to expand and control their own use of language.	INSTRUCTIONAL EMPHASIS Emphasized is the application of the communicative and stylistic skills learned from grades nine to eleven to a variety of forms.
APPROPRIATE MATERIALS	APPROPRIATE MATERIALS: BREADTH AND VARIETY Special emphasis on a wide range of materials, both fiction and non-fiction, which will evoke personal responses such as: diaries, autobiographies, descriptive and narrative articles, journals, personal letters, human interest stories, and news items; myths, legends, fables, parables; short stories, one-act plays, science fiction and mysteries, playscripts, novels/novellettes, ballads, narrative poems, folksongs, improvizations, reader's theatre, small-group workshops, scripting, magazines, cartoons, films, videos, commercials, news and sportscasts.	APPROPRIATE MATERIALS: SOCIAL CONTEXTS Emphasis is placed on the choice of materials that show the social involvement and responsibilities of the reader, speaker, and writer such as: editorials, notices, public letters, business letters, biographies, articles, journals, reports, essays, short stories, and novels centering on conflict; Shakespearean and modern full-length plays, one-act plays; ballads, sonnets, lyrics; advertisements, cartoons, documentaries, speeches, slide presentations, television, film.	APPROPRIATE MATERIALS: A RANGE OF FORMS Emphasis is placed on exposure to and the use of a wide variety of styles found in articles, essays, letters, journals, and editorials from various periods and places: novels, short stories and plays from different times, cultures, and places; modern and Shakespearean full-length plays; dramatic monologues, lyrics, sonnets, free verse, allegorical pieces, historical writing, and fantasy; panels, debates, speeches, reports, seminars, songs, films, docu-drama, radio/television and live drama, interviews, discussions.	APPROPRIATE MATERIALS: A RANGE FORMS Emphasis is placed on exposure to and use of a wide variety of forms such as: poetry (elegy, epic, sonnet, pastoral, free verse), prose (allegory, biography, psychological novels, short stories), drama (scripts, live, film, radio, Shakespearean and modern), letters, essays, reports, speeches, research papers, editorials, briefs, interviews, seminars, forums, documentaries, abstracts, resumés, newscasts, docudramas, vignettes.

GRADE 9

Level of Engagement: Exploration

Instructional Emphasis: Content, Vehicle, Situation

The grade 9 program aims:

- to expose students to a wide range of content and communicative functions and encourage them to explore their personal relationships to the areas of study;
- to explore the specifics of content, vehicle, and situation and how these affect language use.

Content	Vehicle	Situation
Relevant/irrelevant	Spoken/written	Formal/informal
Factual/fictional	Live/electronic	Structured/unstructured
Familiar/unfamiliar	Interactive	Public/private
Concrete/abstract	- immediate, e.g., telephone	Comfortable/uncomfortable
Functional/imaginative	- delayed, e.g., letter	Size of audience
Historical/contemporary	- no interaction, e.g., film	Familiar/unfamiliar
General/specific	Length of discourse	Reactive/non-reactive
Personal/impersonal	Mode of discourse	Point of view or presentational perspective
Comfortable/uncomfortable	Personal/impersonal	Vantage point: spatial and temporal relationships
	Allowance for, prohibition of:	Emotional context: tone, mood, atmosphere
	- editing	
	- explanation	
	- spontaneous response	
	- planned response	
	- interruption	

GRADE 10

Level of Engagement: Awareness

Instructional Emphasis: Audience, Purpose

The grade 10 program aims:

- to develop in the student an awareness and appreciation of the ways in which content, audience, purpose, vehicle, and situation are interrelated;
- to examine the specifics of audience and purpose.

Audience	Purpose
Seen/unseen	To establish and maintain contact
Familiar/unfamiliar	To record - fact, opinion, emotion
Informed/uninformed	To order, inform, instruct
Informal/formal	To explain a process
Historical/modern	To describe: objects, scenes, feelings
Objective/subjective	To narrate
Supportive/unsupportive	To entertain, present an idea, persuade
Personal/impersonal	To mislead
Private (privileged)/public	To explore, hypothesize
Age: self, peers, adults	To express, create
	To celebrate, reflect

GRADE 11

Level of Engagement: Evaluation

Instructional Emphasis: Style

The grade 11 program aims:

- to develop in students an awareness of stylistic considerations and choices and of how these choices are influenced by content, purpose, audience, vehicle, and situation;
- to develop in students the ability to evaluate and carry out stylistic choices.

STYLE: LANGUAGE AS PROCESS

Diction

Language level
Idiom
Dialect
Multiple meanings
Connotation/denotation
Figurative language

Tone (sender)
Mood (receiver)
Atmosphere (relationship between sender and receiver)
Register (appropriateness)

Linguistic Devices

Imagery
Symbolism
Hyperbole
Alliteration
Onomatopoeia
Litotes
Metonomy
Synecdoche
Assonance/consonance
Paradox/oxymoron

Organizational Patterns

Sentence level
Syntax, punctuation, periodicity, subordination, position and emphasis, length, complexity, patterns

Paragraph level
Transition
Unity of thought
Logical and structural patterns:
spatial, categorization, simple temporal, comparison, analysis, general to specific, order of importance, process ordering, synthesis, specific to general, cause and effect, contrasting, complex temporal, inversion, focusing, parallelism, conditional, stream-of-consciousness

Longer discourse level
Introduction, body, conclusion

GRADE 12 - CORE AND ELECTIVES

Level of Engagement: Application

Instructional Emphasis: Form

The grade 12 program aims:

- to develop in students the ability to recognize that an individual communication has both an outer form or structure that identifies it as a member of a class, and an inner form that is unique to that particular communication;
- to develop in students an awareness of how the form the language takes is determined by such variables as content, purpose, audience, vehicle, and situation;
- to develop in students the ability to apply their language skills to specific forms.

Form - Language as Product (The following categories of forms are not intended as a program of studies but rather as an indication of the diversity and range of forms which may be considered.)

Literary: e.g., science fiction novel, dramatic monologue, theatre of the absurd, the improvisation, allegory, Greek chorus, the quest, concrete poetry, corporal mime, narration, soliloquy.

Dramatic: e.g., reader's theatre, radio play, mime/improvisation, one-act play, full-length play, musical, feature film, docudrama, choral speaking.

Media/Journalistic: e.g., documentary, newscast, multi-media brief, lead editorial, docudrama, cartoon, column, interview, color commentary, article, forum.

Interactive: e.g., seminar, interview, small-group discussion, letter, telephone conversation, workshop, the town hall forum.

Personal: e.g., free-flow writing/journal, inner dialogue/diary, fantasy, personal letters.

Facilitative: e.g., outline, index, notes, abstracts, glossary, stage directions, tables, memo, records, filing systems/data banks.

Special Linguistic: e.g., PASCAL, LOGO, dialect, American sign language.

REFERENCES

Anderson, R.C., and Freebody, P. Vocabulary knowledge. In J.T. Guthrie (Ed.), Comprehension and teaching: Research reviews. Newark, DE: International Reading Association, 1981.

Chall, J.S. Learning to read: The great debate. New York: McGraw-Hill, 1967.

Durkin, D. Teaching them to read (Fourth edition). Boston: Allyn & Bacon, 1983.

Furth, Hans. Piaget for Teachers. Englewood Cliffs, NJ: Prentice Hall, 1970.

Graves, D.H. Writing: Teachers and children at work. Exeter, NH and London: Heinemann, 1983.

Hodges, C.J. Evaluating children's oral language. In V. Froese and S.B. Straw (Eds.), Research in the language arts: Language and schooling. Baltimore, MD: University Park Press, 1981.

Inhelder, Barbel, and Piaget, Jean. The growth of logical thinking from childhood to adolescence. New York: Basic Books, 1958.

Kagan, J., and Lang, C. Psychology and education. New York: Harcourt Brace, 1978.

Kamii, C., and DeVries, Rheta. Group games in early education: Implications of Piaget's theories. Washington, D.C.: National Association for the Education of Young Children, 1980.

Loban, W. Language development: Kindergarten through grade twelve. Urbana, IL: National Council of Teachers of English, 1976.

Mellon, J.C. Language competence. In C. R. Cooper (Ed.), The nature and measurement of competency in English. Urbana, IL: National Council of Teachers of English, 1981.

O'Donnell, R.C., Griffin, W.J., and Norris, R.C. Syntax of kindergarten and elementary school children: A transformational analysis. Champaign, IL: National Council of Teachers of English, 1967.

Pearson, P.D. A decade of research in reading comprehension. In V. Froese and S.B. Straw (Eds.), Research in the language arts: Language and schooling. Baltimore, MD: University Park Press, 1981.

Pearson, P.D., and Camperell, K. Comprehension of text structures. In J.T. Guthrie (Ed.), Comprehension and teaching: Research reviews. Newark, DE: International Reading Association, 1981.

Shuy, R.W. What children's functional language can tell us about reading, or, How Joanna got herself invited to dinner. In R. Beach and P.D. Pearson (Eds.), Perspectives on literacy: Proceedings of the 1977 "Perspectives on Literacy" conference. Minneapolis: University of Minnesota (College of Education), 1978.

Sigel, Irving, and Cocking, R. Cognitive Development from Childhood to Adolescence. Toronto: Holt, Rinehart, and Winston, 1977.

Smith, F. Comprehension and learning: A conceptual framework for teachers. New York: Holt, Rinehart and Winston, 1976.

Harste, J.C., Woodward, V.A., and Burke C.L. (1984). Language stories and literacy lessons. Portsmouth, NH: Heinemann.

This book attempts to challenge our traditional conceptualization of language growth and teaching. Through specific examples from children, the authors explore implicit assumptions we have about language and literacy. Specific chapters address such issues as the effect of race, sex, and socioeconomic status on language development, and the instructional assumptions underlying approaches to English education. They further discuss a number of issues of how children learn and manipulate language: how language is organized, the role of intentionality and generativeness in language learning, the importance of risk taking and social action in learning language, and the role of context, texts, and teachers in language. They suggest a re-thinking of language education and discuss the implications of these for classroom practice.

Rosenblatt, L.M. (1984). Literature as exploration. New York: Modern Language Association.

In this classic resource on the teaching and learning of literature, Rosenblatt suggests that literature is a way of knowing and that the reader needs to be an explorer into the realms of the literary. Rosenblatt argues that response is at the center of both the reading and the literature curriculum and shows how the reader's response can be used to lead students to a fuller understanding both of the literature they read and the responses they have to literature.

Graves, D.H. (1983). Writing: Teachers and children at work. Portsmouth, NH: Heinemann.

In this highly readable text outlining his initial approach to process conferencing, Graves discusses the role of mechanics in teaching writing, how teachers can set up and manage conferencing in their own classrooms, and the importance of an emphasis on process in teaching writing. This is a basic text for any teacher who wants to improve their writing program through peer interactions.

Howard, R.W. (1987). Concepts and schemata: An introduction. London: Cassell Education.

This is an excellent introduction to the structure of thinking and the thinking skills. Howard, in a very readable fashion, discusses the characteristics of concepts and schemata, the organization of concepts and schemata, theories of conceptual representation, how concepts and basic thinking skills are acquired, and some techniques for teaching thinking skills. This book reflects the most current thinking about cognitive development and education.

Bromley, K.D. (1988). Language arts: Exploring connections. Boston: Allyn and Bacon.

In this excellent resource, particularly for elementary teachers, Bromley discusses a complete rationale for integration and then discusses, in separate chapters, how integration can be accomplished in the classroom. She draws connections between listening and reading, between speaking and writing, and between comprehending and composing. She also has a chapter on how to manage an integrated language arts program. In addition, she also suggests a literature focus in teaching the language arts. Although the examples are primarily from elementary classrooms, teachers at all grade levels should find this text helpful.

Goodman, K.S., Smith, W.B., Meredith, R., and Goodman, Y.M. (1987). Language and thinking in school: A whole-language curriculum (Third edition). New York: Robert C. Owen.

This is a basic text on the rationale and implementation of the "whole-language" approach to teaching language arts. In the book, the authors discuss the relationship between development in thinking and development in language and suggest ways that the teacher can implement a "thought- and language-centered curriculum." Chapters in the book include discussions of language development, how thinking is acquired, how meaning and language are structured, and strategies for teaching reading, writing, presentation, and literature. An excellent resource for the teacher who wants to combine language and thinking in the classroom.

Gambell, T.J. (1986). Summary of the task force on literature of the Canadian Council of Teachers of English. English Quarterly, 19, 81-172.

This is a discussion of the state of the art of teaching literature, with a particular focus on Canada. In this special issue of English Quarterly, Gambell discusses why we teach literature, what literature we should be teaching, censorship in teaching literature, points of view in response to literature, and how literature should be taught.